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SAMARKAND STATE INSTITUTE OF FOREIGN LANGUAGES



“FILOLOGIYA, METODIKA, TARJIMASHUNOSLIK: ZAMONAVIY FANNING
DOLZARB MASALALARI” MAVZUSIDAGI XALQARO ILMIY-AMALIY ANJUMAN
MATERIALLARI

THE PROCEEDINGS OF THE INTERNATIONAL SCIENTIFIC-PRACTICAL
CONFERENCE ON “PHILOLOGY, METHODOLOGY AND TRANSLATION STUDIES:
CURRENT ISSUES OF MODERN SCIENCE”



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**INTERNATIONAL SCIENTIFIC AND PRACTICAL CONFERENCE
PHILOLOGY, METHODOLOGY, TRANSLATION STUDIES: CURRENT ISSUES OF
MODERN SCIENCE**

ANJUMAN ISHTIROKCHILARIGA QUTLOV

Assalomu alaykum, hurmatli mehmonlar, konferensiya ishtirokchilari!

Hurmatli konferensiya ishtirokchilari, qadimiy va navqiron Samarqand shahriga va Samarqand davlat chet tillar institutiga xush kelibsiz!

Ushbu konferensiya bejizga "Filologiya, metodika, tarjimashunoslik: Zamonaviy fanning dolzarb masalalari" deb nomlanmagan, chunki hozirgi paytda ushbu sohada olib borilayotgan nazariy va amaliy tadqiqotlar nafaqat jahonda, balki respublikamizdagi ushbu sohalarining yetakchi olimlari tomonidan ham ko'zga ko'rinarli ishlar olib borilmoqda.

Zamonaviy tilshunoslikning dolzarb muammolarini o'rganish hozirgi paytdagi tilshunoslikdagi dolzarb masalalardan desak mubolag'a bo'lmaydi. Shu bois respublikamizda ham tilshunoslikda lingvistik tadqiqotlar va nazariyalarni o'rganish, zamonaviy lingvistikada madaniyatlararo muloqot nazariyasi hamda tarjima mohiyatini tahlil qilish, lingvistik tadqiqotlar va tarjima san'ati metodologiyasi kabi masalalarni keng tatbiq etishga katta e'tibor qaratilmoqda. Shu bilan birgalikda xorijiy tillarni o'qitish metodikasida til va sifatli ta'limni birgalikdagi uyg'unlashuvi aynan pirovardida samarali natijalarga erishilishiga turtki bo'lishi shubhasiz.

Samarqand davlat chet tillar instituti tashkil topganligining 30 yillik yubileyi munosabati bilan "Ingliz tili nazariyasi va amaliyoti" kafedrasidan tashkil etilgan "Filologiya, metodika, tarjimashunoslik: Zamonaviy fanning dolzarb masalalari" mavzusidagi xalqaro ilmiy-amaliy konferensiya ham ushbu masalalarda olimlarning yuqorida ta'kidlab o'tilgan sohalaridagi so'nggi yangilik va ma'lumotlarni o'zaro muhokama qilishlariga yaxshi bir imkoniyat beradi degan fikrdaman. Konferensiya seksiyalarida tilshunoslikda lingvistik tadqiqotlar va nazariyalar sharhi; zamonaviy lingvistikada madaniyatlararo muloqot nazariyasi hamda tarjima mohiyati; o'qitish metodikasida til va sifatli ta'lim uyg'unlashuvi; lingvistik tadqiqotlar va tarjima san'ati metodologiyasi kabi mavzular qizg'in muhokama qilinishi ko'zda tutilgan.

Konferensiyada Amerika Qo'shma Shtatlari, Germaniya, Ispaniya, Hindiston, Koreya, Yaponiya, Misr Arab Respublikasi, Rossiya, Turkiya kabi xorijiy davlatlar bilan birgalikda yaqin qo'shnilarimiz bo'lgan Qirg'iziston, Tojikiston va Qozog'iston kabi davlatlarning oliy ta'lim muassasalaridan ko'plab professor-olimlar, ilmiy-tadqiqotchilar va xorijiy tillar bo'yicha mutaxassislar ishtirok etmoqda. Shuningdek, xalqaro konferensiya doirasidagi masalalar muhokamasiga bag'ishlangan 200 dan ortiq ilmiy maqola kelib tushgan. Shulardan 50 dan ortiq ma'ruzalar xorijiy ishtirokchilar tomonidan taqdim etilgan. Mazkur konferensiya institut yubileyi bilan bir kunda o'tkazilishi konferensiya ko'rkinining jozibadorligini yanada oshishiga xizmat qiladi.

Xalqaro ilmiy konferensiya tahririyatiga kelib tushgan maqolalardan ishtirokchilarning xorijiy til, madaniyat, tarjima hamda metodika sohalaridagi fikr-mulohazalarini o'rgangan holda quyidagi soha mutaxassislari va professorlarini alohida qayd etish lozimki, ularning hozirgi davrda sohani aynan O'zbekiston sharoitida rivojlantirish masalalariga qaratilgan fikr va mulohazalari e'tiborga molikdir. Xususan, professorlar *Safarov Shaxriyor Safarovich, Mamatov Abdimurod Eshonqulovich, Kulmamatov D.S., Asad Ahmad, Misbah Parveen, Gulnazarzoda Jilo Buri, Mr.Ralph Schusler, Carlos Martin-Peñasco Medina, Bozorov S. , Kitibayeva A. Shirokova N.L. Maxkamova G. Muller-Buck Renatte Tubengan va Yoqubov J.A.* kabilar shular jumlasidandir.

Konferensiya ishiga muvaffaqiyatlar tilab, ishtirokchilarga, xususan xorijiy mamlakatlardan va respublikamizning oliy ta'lim muassasalaridan tashrif buyurgan barcha ishtirokchilarga o'z minnatdorchiligimni bildiraman.

Konferensiya ishini ochiq deb e'lon qilishga ruxsat bergaysizlar!!

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**TILSHUNOSLIKDA LINGVISTIK
TADQIQOTLAR VA NAZARIYALAR SHARHI**

**OVERVIEW OF LINGUISTIC STUDIES AND
THEORIES IN LINGUISTICS**

**ОБЗОР ЛИНГВИСТИЧЕСКИХ
ИССЛЕДОВАНИЙ И ТЕОРИЙ В
ЛИНГВИСТИКЕ**

SECTION I

OVERVIEW OF LINGUISTIC STUDIES AND THEORIES IN LINGUISTICS

УСЛОВИЯ СДВИГА ЛЕКСИЧЕСКОГО ЗНАЧЕНИЯ ГЛАГОЛОВ

Ш. Сафаров¹*Аннотация:*

Научная статья посвящается исследованию семантической валентности глаголов и содержательного сдвига, при котором происходит изменение семантики.

Ключевые слова: семантический сдвиг, валентность, лексическое значение, сужение значение глагола.

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Не выраженность объекта в некоторых конструкциях не изменяет лексического значения глагола, и оно остаётся неизменным, изменения происходят лишь на синтаксическом уровне. Однако в отдельных случаях опущение объекта может привести и к изменению лексического значения (сужению) глагола.

К такому содержательному сдвигу, при котором происходит изменение семантической валентности, глагол начинает обозначать ситуацию с меньшим числом участников, что и обуславливает реализацию глагола с новым лексическим значением.

Аналогичное явление происходит и с некоторыми переходными глаголами при опущении объекта, когда на фоне исходного значения развивается новое, сопряжённое с уменьшением валентности глагола и приобретением статуса непереходного.

Остановимся подробнее на особенностях употребления глаголов, допускающих сдвиг лексического значения в безобъектных конструкциях.

Некоторые английские глаголы (write, teach, act, sing) при утрате объекта начинают обозначать род профессиональной деятельности субъекта; другие (drink, watch) реализуют производное, специализированное значение; третьи при уменьшении валентности употребляются в переносном смысле (например, dig — «копаться», «искать»).

При изменении семантической валентности у глагола to write появляется значение «писать, заниматься писательской деятельностью». Например: I have been writing for twenty years and I've got twenty books to show for it; After he left Cambridge, he settled down in London and wrote away like blazes.

Глагол teach реализует значение «преподавать, заниматься преподавательской деятельностью» при наличии в предложении определённого окружения, а именно указания на учебное заведение. Например: She was teaching her first year in a school in Tashkent; The Royal Institute of Music, where one of my uncles taught, rose in a solid dark mass.

Глаголы act и play при утрате объекта также обозначают род деятельности субъекта — «играть на гитаре», «быть актёром». I acted in amateur theatricals a good deal at one time; I've been playing on tour. But I'm frightfully anxious to be in town. Однако обязательным условием для реализации данного значения глаголов является наличие

¹ Сафаров Шахриер Сафарович, доктор филологических наук, профессор СамГИИЯ

элементов факультативного окружения. Наличие модификатора оценки исполнения также способствует реализации значения «играть в театре», а экспликация этической оценки обуславливает реализацию act как «вести себя». Например: The audience rolled about in their seats, they groaned in an agony of laughter. Perhaps Julia had never acted better (Hornby).

Для глагола sing, обозначающего профессиональную деятельность («петь» = «быть певцом»), характерно употребление в определённом окружении, которое может быть представлено элементами со значением учреждения или театрального псевдонима: "I'll sing at the Scala," Simons said (Hemingway); He was singing under the name of Enrico Dellredo (Hemingway).

Глагол drink, приобретая статус непереходного, употребляется в значении «злоупотреблять спиртным, пьянствовать». Ср.: Mr. Parrish drinks here like a fish and nobody humiliates him (Shaw); Don't worry about me. I don't drink and I don't run about (Hemingway). Как показывают примеры, для реализации данного значения достаточно самого минимального окружения.

Таким образом, можно сказать, что сдвиг лексического значения сопряжён с понижением его семантической валентности. Он имеет место далеко не всегда и характерен для очень ограниченного числа глаголов. Сужение значения происходит в двух направлениях:

- 1) глагол начинает обозначать род профессиональной деятельности субъекта или указывает на деятельность, приближённую к профессиональной;
- 2) глагол передаёт некоторое «специализированное» значение.

Обязательным условием сужения лексического значения некоторых глаголов является наличие определённого контекста. Для teach, act характерно эксплицирование элементов факультативного окружения со значением социального института, учреждения, оценки уровня мастерства и т.д. Для watch возможность употребления в узком значении «дежурить у постели больного» ограничена фразеологическим, что проявляется в экспликации определённого, закреплённого логотипа (He watched sorrowfully by the cot-side). Наиболее нейтральным к контексту является глагол drink: значение «злоупотреблять спиртными напитками» может быть реализовано и при минимальном окружении.

Итак, степень значимости контекста для сужения лексического значения различных глаголов различна, и закреплённость определённых элементов окружения свойственна не всем глаголам.

Глаголы, сохраняющие лексическое значение при невыраженности объекта в абсолютных конструкциях (а также эллиптических и неполных) неизменным и допускающим его изменение (сужение), необходимо рассматривать как омонимические.

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ORTIQCHALIK VA TEJAMKORIK TAMOYILLARINING O'ZARO MUNOSABATI

Z. Rasulov¹*Annotatsiya:*

Maqolada tejamkorlik tamoyilining tilning tizimli faoliyatini tadqiq qilishdagi o'rni, mazkur tamoyilning ilmiy nazariy tavsifi shakllanishi tarixi, tilning tadrijiy rivojida tejamkorlik tamoyilining o'rni haqidagi nazariy g'oyalar, til ta'limini osonlashtirish maqsadida uning tarkibini soddalashtirishga yo'naltirilgan urinishlar va shunga mos holda qarama-qarshi nazariyalar xususida so'z boradi. Voqelikning kategorial tartiblashuvi qandaydir tasodifiy yoki erkin tanlov natijasi bo'lmasdan, balki ma'lum turdagi psixologik tamoyillar ta'sirida yuzaga kelishi isbotlanadi.

Kalit so'zlar: nutqiy vositalarni tejash, tilning tadrijiy rivoji, so'z shakllarining qisqarishi, soddalashuv, til sathlari, kognitiv tejamkorlik tamoyili, axborot uzatish, sinergetik taraqqiyot, olamni idrok etish, lisoniy manzara, tejamkorlik va ortiqchalik munosabati.

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Ma'lumki, tejamkorlik tamoyilining asosida nutqiy faoliyat jarayonida axborotni tinglovchiga tez va aniq yetkazish harakati turadi. Ushbu harakatning samarasi til sohiblarining xotira ko'lami va idrok qobiliyati bilan belgilanadi. Bunday holatda lisoniy tejamkorlik bevosita tildagi ortiqchalikka duch keladi. Masalan, lug'at zahirasida ma'no jihatidan batamom o'xshash birliklar (dubletlar, sinonimlar) mavjud. Ushbu turdagi "boylik"ni ko'rgan ba'zi tilshunolar "til haddan ziyod ortiqchalikka ega, u shu bois til egalarining o'zgarib turuvchi ehtiyojlariga tezda va butunlay moslasha olmaydi" qabilidagi xulosa chiqarishgacha borib yetganlar. Bizningcha, frantsuz olimining ushbu xulosasi til tizimining imkoniyatlarini kamsitishdan boshqa narsa emas. Til tabiatan ortiqchalikni bartaraf etish yoki uni chetlab o'tish imkoniyatiga ega. Ortiqchalik esa, haqiqatdan ham tizimga, fikr ifodasiga aniqlik kiritishga to'siq qo'yadi. Shuning bilan birgalikda ortiqchalik til tizimi uchun qonuniy va tabiiy ravishda hosil bo'ladigan hodisadir.

Eng muhimi ortiqchalik ba'zan zarurat tufayli yuzaga kelishi mumkin. Bunday ortiqchalikka K.Cherrining ta'biricha, talaffuz yoki yozuvdagi noaniqliklar hamda til tizimining mukammal emasligi sabab tug'diradi. Aniqlikka intilish esa nutqda ortiqcha elementlar paydo bo'lishiga undaydi. Ortiqchalik qo'shimcha lisoniy belgilarning faollashuviga olib keladi.

Til tizimidagi ortiqchalik faqat tabiatan mavjud bo'lmasdan, balki talab qilinganda so'zlovchining o'zi tomonidan ham hosil qilinishi mumkin. Bu, ayniqsa, uzatilayotgan axborotni alohida ta'kidlash ehtiyoji tug'ilganida yoki kommunikantlarda shuni istaganlarida yaqqol ko'zga tashlanadi.

Axborotning ortiqchaligi, bundan tashqari, ba'zan ma'noni ma'lum qilishdagi to'siqni bartaraf etishga ham xizmat qiladi. Biroq ortiqchalikdan foydalanish me'yoriga amal qilish talab qilinadi, aks holda ushbu to'siqning ko'lami haddan ziyod kengayib ketishi kuzatiladi. Demak, ortiqchalikdan voz kechishi amali ma'lum qonuniyatlarga bo'ysunadi.

Ortiqchalikning yuzaga kelishi to'g'ridan – to'g'ri tejamkorlik tamoyilining faollashuviga olib keladi. Shu jihatdan ozarbayjon olimi M.I.Yusifovning "tejamkorlik ortiqcha unsurlarning paydo bo'lishi va bartaraf etilishi bilan bog'liq" degan qaydini o'rinni

¹ Rasulov Zubaydullo Izomovich, Buxoro davlat universiteti filologiya fanlari doktori, professor

ekanligini aytmoqchimiz. Tejamlilik va ortiqchalilikning o'zaro munosabati boshqa tadqiqotchilar tomonidan ham e'tirof etilgan.

Ushbu ikki hodisa o'rtasida mavjud bo'lgan aloqani isbotlash niyatida bo'lgan J. Vandries so'zning haddan tashqari ko'p qo'llanilishi natijasida ifoda quvvati kamayishi ham tizimdan chiqib ketishiga ishora qiladi. Boshqacha aytganda, so'z kommunikativ qiymatini yo'qotadi, ortiqcha "yuk"ga aylanadi. Bundan ko'rinadiki, olim lisoniy tejamkorlik hodisasining tahlil ko'lamini birmuncha kengaytiradi.

Jahondagi barcha tillarda ortiqchalik u yoki bu darajada namoyon bo'ladi va bu xildagi ortiqchalik tilning "hayoti"ni, uning muloqot vositasi bo'lishini ta'minlovchi zahiradir. Ammo ortiqchalik tamoyilining turli tillar tizimiga ta'sirini bir xil deb bo'lmaydi. Tadqiqotchilar olib borishgan tahlillar natijasi ko'rsatishicha, masalan, ingliz tili boshqa tillarga nisbatan ko'proq "tejamkor". Ba'zi olimlar ingliz tilida tejamkorlik darajasi 70% dan kam ekanligini qayd etadilar, D. Kristalning hisob-kitobicha, ushbu miqdor 50-60% dan oshmaydi. O'zbek tili miqyosida hozircha bunday tahlil olib borilmagan bo'lsa-da, lekin ona tilimizda tejamkorlik va ortiqchalik tamoyillari uzluksiz munosabatda ekanligining guvohimiz. Bunday imkoniyatdan foydalanish naqadar samarali ekanligi Alisher Navoiy hazratlari "Muhokamatu-l-Lug'atayn" asarida ta'kidlaganidan xabardormiz. Mazkur asarning yangi nashrini tayyorlagan Q. Sodiqov ko'rsatib o'tganidek, Navoiy fonetikada turkiy tilning boshqa tillar, xususan, forschada uchramaydigan o'ziga yarasha tovushlari, semantikada nozik ma'noli hatti-harakatlarni bildiruvchi fe'llar va ularning mazmunga ta'siri, sinonimlarning poetikadagi o'rni, stilistik xususiyatlari, so'zlarning qo'shma'noligi singari jihatlariga e'tibor qaratadi. Masalan, tejamlilikning morfologiya sathida amal qilishini ayrim qo'shimchalarning ko'pma'noliligida ko'rish mumkin. Alisher Navoiy bayon qilganidek, turkiyda -či qo'shimchasi mansab bildiruvchi so'zlarni yasaydi: qorči, suči, xizānači, kerāk-yaragči, čāwdanči, nayzači singari. Ushbu qo'shimcha hunar va peshani bildiruvchi so'zlarni yasashda ham ishtirok etadi: qušči, barsči, qoruqči, tamgači, jibači, yorgači, xalvači, kemači, qoyči. Bundan tashqari, qush hunaridan ham bunday atamalar bor: qazči, quwči, turnači, kiyikči, tawušqanči.

Xullas, tejamkorlik va ortiqchalikning me'yorini belgilash masalasi tilshunoslik fanining azaliy va "kun tartibi"dan hech tushmaydigan masalalaridandir. O'tgan asrning oxirlarida R. Yakobson "hozirgi paytda ortiqchalikni bartaraf etish va undan foydalanish mo'ljali olgan jarayonlarni inobatga olmaydigan lingvistik tadqiqotni tasavvur qilish qiyin", degan fikrni aytib ketgan ekan. Ushbu fikrning tasdig'ini zamonaviy tilshunoslik misolida ham ko'rishimiz mumkin, albatta. Ayniqsa, tilshunoslik fanida antropotsentrik yondashuvning ommalashuvi bunday "azaliy" muammolarga inson omili nuqtai nazaridan qarashni taqozo etmoqda.

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SINTAKTIK QURILMALAR TADQIQINING NAZARIY ASOSLARI TO'G'RSIDA

*Müller-Buck Renatte Tubengan¹, O. Jumayev², S. Anorqulov³**Annotatsiya:*

Ushbu maqolada biz nemishunoslarning ajralish hodisasini o'rganishga bag'ishlangan ilmiy tadqiqotlarini tahlil qilamiz va ularga o'z munosabatimizni bildiramiz. Ushbu maqolada, shuningdek, bo'linish hodisasi va dastur hodisasi o'rtasidagi o'xshashliklarni va ularning jumladagi funktsiyalarini muhokama qilamiz.

Kalit so'zlar: yakka gap, murakkab sintaktik yaxlit, bo'lishsizlikli sintaktik vositalar, intonatsiya, stilistik hodisa, ajratish hodisasi, predmetli ayirma gaplar, sintaktik bog'lanish, semantik vazifa, fenomenal qo'llanish.

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Ajratilgan bo'laklar yakka yoki kengaygan holda kelishi bilan sodda gap strukturasini murakkablashtiruvchi vosita sifatida qo'llaniladi. Gap tarkibida ularga xos bo'lgan bunday kengayish xususiyatlariga tayangan holda, biz ajratilgan bo'laklar faqatgina sodda gapning strukturasini murakkablashtiruvchi vosita sifatida emas, balki o'z-o'zini murakkablashtiruvchi vosita kabi ham qo'llanishi mumkin ekanligini alohida ta'kidlashimiz lozim. Ajratilgan bo'laklarning o'zini-o'zi murakkablashtirib ifodalanishi natijasida ularning ma'no xususiyatlari butun sodda gapning ma'no xususiyatlariga qaraganda muhim, hal qiluvchi omilga aylanadi. Ajratilgan bo'laklarning bu shaklda strukturaviy kengayishi uning ma'nosi, mazmuni jihatidan asosiy gapdan ustun turadi, shu sababli sodda gaplarning mazmuni sezilarli daraja bo'lgandek bo'lib ko'rinadi. Ajratilgan bo'laklarga xos bo'lgan bunday holatni V.G.Admoni quyidagicha ta'kidlab o'tadi: "Ergash gaplarga xos bo'lgan grammatik tobelik, ularning ma'noviy tobeligini anglatishi emas, aksincha, ergashgan qo'shma gaplar tarkibida ergash gaplarning bosh gapga nisbatan ma'no xususiyatlari asosiy va yetakchi xususiyatga ega bo'ladi, bu holatda bosh gaplar ikkinchi darajali yoki yordamchi vositalarga aylanib qoladi".

Ajratilgan gap bo'laklari va boshqa bo'laklar ma'lum munosabatlar mavjudligidan sintaktik aloqalarda namoyon bo'ladi. Bunday aloqalar bizning ishimiz doirasida, birinchidan ajratilgan gap bo'laklari bilan ma'lum gap bo'lagi o'rtasidagi aloqani bildirsa, ikkinchidan esa gapning kesimi orqali ajratilgan gap bo'laklarining butun gap mazmuni bilan aloqaga kirishini taqozo etadi. Ushbu tezisni tasdiqlovchi quyidagi fikrni keltirishni o'rinli deb hisoblaymiz. K.N.Kiyatkina fransuz tilida aniqlovchili ajratilgan gap bo'laklarini o'rganib, shunday xulosaga keladi: "Aniqlovchili ajratilgan gap bo'laklarining mazmuni matnga nisbatan bo'lgan munosabatlarida aniqlanadi. Natijada, ikki tomonlama mazmuniy bog'liqlik namoyon bo'ladi, ajratilgan bo'lak ham oldingi ham keyingi gap bilan aloqa munosabatiga kirishadi".

K.N.Kiyatkinaning ilmiy tadqiqotini kengaytirgan holda I.N.Yumatova ham aniqlovchili ajratilgan bo'laklarning gapda joylashish o'rniga ko'ra quyidagi fikrni bildiradi: "Ko'p hollarda sifat fe'ldan keyingi o'rinda joylashgan hol bilan ifodalangan so'zlardan (yoki so'z guruhlaridan) so'ng ajratish hodisasiga uchraydi". P.R.Parchiyeva fransuz tilidagi

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ajratilgan gap bo'laklarining denotativ-referent (sintaktik) funksiyalari bilan bir qatorda, ularning kommunikativ-intensional (pragmatik) funksiyalariga ahamiyat beradi.

K.N.Kiyatkinaning bunday fikr-mulohazalari ajratilgan gap bo'laklarining lingvistik mohiyatining asl ma'nosini ifodalovchi yangi tushunchalarni keltirib chiqarishiga sabab bo'ladi. Uning shunday ekanligini keyingi ilmiy tadqiqot ishlarining xulosalaridan ham bilib olish mumkin. Masalan, K.G.Krushelniskaya va T.A.Sviblovalar ajratilgan gap bo'laklari – "yalpi qo'shimcha ma'no" beruvchi gap bo'laklaridir deb ta'rif berishadi. G.N.Eyxbaum qo'shimcha ma'no beruvchi ajratilgan gap bo'lagiga nisbatan "rema" tushunchasini qo'llab, uni quyidagicha izohlaydi:

"Dieser Schiff, ein deutscher, fährt im Jahre 1933 von Vera nach Bremenhaven".

(Bu kema, nemislarniki, 1933 yilda Veradan Bremenxafenga boradi).

Sxema: [Ega (Tema) – Ajratilgan gap bo'lagi (Rema) – kesim (Rema) – hol (Rema)].

Demak, bu yerda rema vazifasida keluvchi – ein deutsches – shaklidagi ajratilgan gap bo'lagining ma'nosi "qo'shimcha" ma'nodir, chunki – u eganing, ya'ni temaning mazmunini aniqlaydi, izohlaydi, konkretlashtiradi. Bu bilan muallif ajratilgan gap bo'laklariga nisbatan "tema" va "rema" tushunchalarini kiritib, L.P.Nesterovanning murakkab gap tarkibida "ikki xil kommunikativ markaz hosil bo'ladi, ulardan biri ajratilgan bo'laklar tarkibida, ikkinchisi esa tayanch gap tarkibida" degan qaydini yana bir bor tasdiqlaydi.

Ajratilgan gap bo'laklariga xos bo'lgan bunday xususiyatlarni o'rganayotib, hatto olimlarning "Apposition" terminologik tushunchasiga nisbatan munosabatlari bir xil emasligiga guvoh bo'lmoqdamiz. Albatta, bu munosabat bir xil ham bo'lmaydi, chunki har bir tadqiqotchi o'zi tanlagan mavzuga o'zi tanlagan usulda yondasha oladi, shuning uchun ham yondashuvlar bir xil bo'lmaydi, bu qonuniyat. Uning shunday ekanligini, biz "Apposition" tushunchasining izohlanishida ham ko'ramiz. Ushbu terminologik tushunchadan ham germanshunos olimlar turli xil sohalarida foydalanganlar. Masalan, F. Blats ushbu terminni aniqlovchili, infinitivli, shuningdek qisqa shaklda sifat va sifatdoshtar shaklida ifodalanib kelgan ajratilgan bo'laklarga nisbatan qo'llaydi. V.A.Admoni esa ushbu termindan barcha aniqlovchili ajratilgan bo'laklarni (moslashadigan va moslashmaydigan, o'zgaradigan va o'zgarmaydigan), shuningdek birinchi o'rinda keluvchi va so'z tartibiga ma'lum darajada ta'sir etuvchi atributivli ajratilgan bo'laklarni nomlash uchun foydalanadi. Rus tilshunosi A.G.Rudnev ushbu terminning qo'llanish doirasini nihoyatda kengaytirgan holatda shunday yozadi: "har qanday gap bo'lagi, grammatik ifodalanish usullaridan qat'i nazar bir-birlariga nisbatan izohlovchili gap bo'laklari vazifasida kelaolishi mumkin: chunonchi aniqlovchi aniqlovchiga nisbatan, kesim kesimga nisbatan, hol holga nisbatan va hokazo". Germanshunos olim Ye.I.Shendels esa ushbu holatni boshqacharoq mazmunda tushuntirib berishni afzal ko'radi:

"Das Jahr hat zwölf Monate: Januar, Februar, März..."

(Bir yilda 12 ta oy bor: yanvar, fevral, mart...).

Ajratilgan bo'laklar ham turli-tuman obrazli so'z va so'z birikmalari shakllarida ifodalanib kelib, matnlar doirasida har xil stilistik funksiyalarni bajaradi. Ajratilgan bo'laklarni strukturaviy tahlil qilish natijasida badiiy asar matnlarida ajratilgan bo'laklarning asosiy funksiyasini, muallifning axborotini ifodalash uchun asosiy belgilab ko'rsatmoqchi bo'lgan maqsadini tushunish mumkin. Ajratilgan bo'lakning pragmatik vazifasini aniqlash uchun "Nima maqsadda muallif fikrning aynan ushbu bo'lagini ajratgan?" degan savolga javob qidirish talab etiladi, bunda ajratilgan bo'lak sifatida birga kelgan matnning asosiy ma'nosini konkretlashtiruvchi leksik birliklarni inobatga olgan holda kontekstni tahlil qilish, matnda tasvirlangan vaziyatni tushunish kerak. Misollar tahlilidan biz ikki turdagi intensiyani aniqlay oldik, birinchisi axborot berish intensiyasi, asosiy narsani ta'kidlash, aniqlashtirish, konkretlashtirish, fikrni kuchaytirish o'z hukmiga ega bo'lgan ishonch, xulosa chiqarish bo'lib hisoblanadi. Ikkinchisi esa o'quvchining hissiyotlariga ta'sir qilish bilan bog'liq intensiyani hosil etadi.

A.X.Mambetniyazova ba'zi bir turdagi izohlovchilar yagona bitta umumiy so'zga taaluqli bo'lishini eslatib, bunday sharoitlarda ularni uyushiq gap bo'laklari deb tahlil qilish kerakligini qayd etadi. Uning fikricha, agarda umumiy so'z ega bo'lsa, u holda unga tobe bo'lgan uyushgan gap bo'laklarini ega sifatida, agarda to'ldiruvchi bo'lsa, u holda uyushgan gap bo'laklarini to'ldiruvchi sifatida izohlash maqsadga muvofiqdir".

Mazkur tadqiqot doirasida Ye.I.Shendels, G.Admoni, Ye.V.Guliga kabi olimlarning fikr-mulohazalariga tayangan holda, ega vazifasida keluvchi ajratilgan gap bo'laklarini matn tarkibida uchraydigan shakllariga xos bo'lgan xususiyatlarni izohlab berishga harakat qilamiz. Ajratilgan gap bo'laklarini o'rganishga bo'lgan bunday yondashuv ularning sintaktik tabiatini, ifodalanish usullarini, sintaktik konstruksiyalar tarkibida tutgan o'rnini, struktura tuzilishini, yolg'iz yoki kengaygan holatlarda kelishini, boshqa gap bo'lagi bilan aloqa vositalarini, birikish usullarini, semantik, stilistik va kommunikativ vazifalarini to'g'ri talqin qilish uchun imkoniyat yaratadi. Ega shaklidagi ajratilgan gap bo'laklariga xos bo'lgan xususiyatlarni ikki yo'nalishda yoritib berishni lozim topamiz: 1) semantik sherigi olmosh shaklida ifodalanib keluvchi ajratilgan gap bo'laklarining sintaktik va semantik xususiyatlari; 2) semantik sherigi ot shaklida ifodalanib keluvchi ajratilgan gap bo'laklarining sintaktik va semantik xususiyatlari.

Shu narsani alohida ta'kidlash lozimki, ajratilgan bo'lak ishtirok etayotgan murakkab gap tarkibida semantik sherik (ya'ni tayanch komponent, antesedent, ma'lum gap bo'lagi, asosiy gap bo'lagi, oddiy gap bo'lagi, izohlanmish, izohlanayotgan bo'lak va boshqalar) muhim rol o'ynaydi, chunki yuzaga kelayotgan har qanday ajratilgan gap bo'lagi, aynan ana shu semantik sherikning mazmun talabiga mos ravishda u yoki bu kommunikativ vazifasini bajaradi.

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A COMPARATIVE ANALYSIS OF THE “-ING” SUFFIX IN ENGLISH AND UZBEK: DIVERGENT PURPOSES IN SIMILAR PROMINENCE

Ralph Shchusler Jr.¹

Abstract:

The “-ing” suffix in English and Uzbek holds a prominent role in each language, but it serves fundamentally different linguistic functions. In English, the suffix predominantly forms the present participle, gerunds, and verbal nouns. Conversely, in Uzbek, while “-ing” is not used in verb morphology, a sound-alike suffix, “-ng” or “-ning,” performs essential nominal and genitive functions. This article compares the functions of “-ing” in English with those of “-ning” in Uzbek, illustrating the differences and uncovering intriguing insights into language evolution and morphology.

Key words: Uzbek, English, suffix, morphology, verbal noun, participle, gerund, comparative linguistics.

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The “-ing” suffix in English is integral to both verbal and nominal structures, widely used in forming gerunds and participles, creating continuous verb forms, and denoting progressive aspects. For English learners, especially those from non-Indo-European languages like Uzbek, the various applications of “-ing” often present challenges. However, the Uzbek suffix “-ning” functions differently, marking possessive or genitive cases, linking nouns to denote ownership or association. This study aims to explore these differences, considering how this shared but functionally diverse suffix reflects broader linguistic features unique to English and Uzbek.

The “-ing” Suffix in English

The English suffix “-ing” has three primary uses:

1. Present Participle Formation

o In English, “-ing” attaches to verbs to form present participles, indicating ongoing action when combined with auxiliary verbs like “be.” For instance:

“She is reading.”

“They are running.”

2. Gerund Formation

o The “-ing” suffix creates gerunds, verbal nouns that can act as the subject or object within a sentence. Examples include:

“Reading improves comprehension.”

“She enjoys painting.”

3. Adjective and Verbal Noun Usage

o Besides forming verb-related structures, “-ing” can transform verbs into adjectives, expressing a state of being:

“An inspiring teacher”

“A challenging task”

Through these uses, the “-ing” suffix is central in conveying progressive or continuous aspects, reflecting an action-in-progress and linking nominal forms to actions.

The Suffix “-ning” in Uzbek

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Unlike English, Uzbek does not incorporate an "-ing" form as part of its verb morphology. However, the suffix "-ning," a homophone of the English "-ing," holds substantial importance. It marks genitive possession and links nouns in possessive constructions:

1. Genitive Case Marker

o The "-ning" suffix in Uzbek denotes ownership, equivalent to the possessive "'s" in English. For example:

Kitobning muallifi – "The author of the book"

Ota-onaning e'tibori – "Parents' attention"

2. Relational Function

o The suffix "-ning" also establishes relational meaning between two nouns, often employed in place of English prepositions:

Do'stimning uyiga – "To my friend's house"

Mashinaning kaliti – "The key of the car"

By marking possession and relational contexts, the "-ning" suffix in Uzbek emphasizes the relationships between nouns rather than actions or continuous forms.

Comparative Analysis of the "-ing" Suffix in English and Uzbek

Both languages exhibit a strong reliance on their respective suffixes, yet with contrasting linguistic roles. The "-ing" suffix in English functions within the verbal system to denote progressive aspects and verbal nouns, integral to tense formation and nominal actions. Meanwhile, the "-ning" suffix in Uzbek serves possessive and associative purposes within the nominal system, a core aspect of Uzbek syntax where verb forms typically remain unmarked for continuity.

One interesting parallel can be observed in English gerunds and Uzbek noun possession structures, as both express nominalized ideas connected to actions. For instance, the English gerund phrase "Reading books enhances knowledge" could parallel the Uzbek possessive structure Kitob o'qish bilimni oshiradi, where "o'qish" functions as a verbal noun akin to the English gerund. However, while English relies on suffixes for verb tense and aspect, Uzbek verbs indicate aspect primarily through auxiliary verbs or context, not through an equivalent of "-ing."

Linguistic and Pedagogical Implications

The differences in these two languages' uses of "-ing" carry notable pedagogical implications. For Uzbek speakers learning English, grasping the English "-ing" forms requires understanding the difference between English verb and noun morphology versus Uzbek's noun-centric use of "-ning."

Conversely, English speakers learning Uzbek may initially perceive "-ning" as a marker for continuous action due to its phonological similarity to "-ing" but must adapt to its role in possessive structures. Such cross-linguistic analysis highlights the unique pathways languages take in evolving morphological systems to meet grammatical needs.

Conclusion

The study of the "-ing" and "-ning" suffixes in English and Uzbek underscores the diversity in linguistic systems. Despite their phonological similarities and prominence, the functions diverge dramatically. This comparative analysis offers valuable insights into morphological and syntactical structures in English and Uzbek, encouraging a deeper exploration of how languages develop unique methods to express possessiveness, continuity, and nominal actions.

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ПРИНЦИП ИЗМЕНЧИВОСТИ И ЭКОНОМИИ ЯЗЫКА

Н. Кобилова¹

Аннотация:

В этой статье рассматривается влияние разговорной речи на языковые изменения и языковая изменчивость, принцип экономии, а также вопросы экономии и неэкономии языка. Язык — сложная динамическая система, которая по своей сути изменчива. Приспособляемость языковой системы создает основу для регулярных адаптивных изменений ее структурных компонентов и способов ее использования.

Ключевые слова: теория, принцип, наблюдение, разговорная речь, принцип экономии языка, процесс общения, речевая деятельность.

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В истории любого языка всегда происходят определённые изменения: что-то рождается, а что-то исчезает. И.А. Бодуэн де Куртенэ пишет: «В языке нет статичности... В языке, как и в природе, всё живёт, всё изменяется. Спокойствие, остановка, застой — это лишь видимые явления, особое состояние движения, подверженного минимальным изменениям».

Рассуждая об эволюции языка, И.А. Бодуэн де Куртенэ обращает внимание на принцип поэтапного развития языка и последовательность во времени языковых процессов.

Следует отметить, что Бодуэн де Куртенэ связывает изменения в языке с принципом экономии, который основывается на использовании и распределении психологической и физиологической энергии. И он утверждает, что это не случайно. Проблема эволюции языка и принцип эволюции в языке занимают значительное место в его трудах. Практически в каждом его произведении можно найти размышления, посвящённые развитию языка и вопросам экономии умственной и физической энергии.

Бодуэн де Куртенэ утверждает, что изменения в языке не являются результатом стремления к predetermined цели, а являются необходимым следствием стремления к упрощению. «Упрощение языковых форм, существование одинаковых типов в языке, большее соответствие между формой и содержанием, между словами и мыслями не достигается в результате стремления к определённой цели, а лишь как средство облегчения речевого процесса, как простое бессознательное мнемотехническое (или воображаемое) средство, направленное на устранение лишних действий». Здесь ясно выражен его основной теоретический принцип. В вопросе принципа экономии Бодуэн де Куртенэ связывает его с желанием устранить ненужные усилия речевого аппарата говорящего и упростить процесс коммуникации.

Эти мысли Бодуэна де Куртенэ о важной роли внутренних факторов в развитии языка впоследствии были разработаны С.А. Серебренниковым (1965, с. 49), который писал: «Изменения в звуках и формах не всегда бывают простыми. В процессе изменения языка важную роль играют различные внутренние факторы, действующие в пределах определённой языковой системы. Ассимиляционные процессы, повторное

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разложение основ, взаимодействие отдельных основ и их форм и так далее. Все эти факторы необходимо учитывать».

В своей работе «Общие причины изменений в языке» (1963) Бодуэн де Куртенэ выделяет три направления работы языка: 1) от центра к периферии, 2) от периферии к центру, 3) лингвистическое мышление. Он приходит к выводу, что любые изменения в языке происходят в результате стремления к экономии усилий, рациональному использованию энергии и действиям, а также под воздействием вышеупомянутых трёх направлений работы человеческого сознания: стремления сэкономить усилия 1) при произнесении, 2) при восприятии на слух, 3) в центральных процессах мозга.

И.А. Бодуэн де Куртенэ подчёркивает, что все три направления часто пересекаются и стремятся к одному и тому же результату. Поэтому в любом речевом действии можно обнаружить все три типа языковой работы.

Принцип экономии в лингвистике признан многими учеными как один из ключевых направлений в изучении языка. Он заключается в стремлении к быстрому и легкому произнесению, восприятию и усвоению языка, при этом сохраняя способность точно и адекватно выражать любые идеи. Эта позиция ещё раз подтверждает теорию И.А. Бодуэна де Куртенэ и Э.Д. Поливанова, которые подчеркивали, что в принципе экономии необходимо рассматривать его три основных типа: экономию произношения, экономию восприятия на слух и экономию центрального мозга.

Экономия произношения должна быть непосредственно связана с возможностями восприятия. В этом случае на первом месте стоит смысловой план. Деформация звуков допустима только в той степени, в которой она не искажает смысл. В постоянных фонетических процессах и изменениях чётко прослеживается результат стремления к экономии произносительных усилий и удобства артикуляции. Фонетические процессы приводят к чередованию звуков, что, в свою очередь, порождает различные варианты корней и аффиксов. Иными словами, подобные отклонения от нормы происходят из-за стремления к удобству произношения.

Как уже отмечалось, характерные модели (тренды) формирования звуковых цепочек в языках мира в значительной степени обусловлены "антропофоническими причинами" (соответствие принципам "удобства произношения") и "звуковым анализом". Изучение звуковых цепочек в живых и мертвых языках, данные реконструкций и теоретическое рассмотрение общих закономерностей позволяют утверждать, что рассматриваемые модели звуковых цепочек имеют универсальный и панхронический характер» (В.В. Шеворошкин, 1964, с. 15).

В.Ш. Байчура (1967, с. 104) также признаёт, что результаты принципа экономии проявляются в различных комбинационных изменениях. По его мнению, в результате стремления к "экономии" речевых средств в языке могут происходить определённые изменения. Например, это тенденция ко всем языкам сохранять артикуляционные движения, под воздействием которой происходят такие процессы, как ассимиляция, диссимиляция и метатеза звуков в словах.

В.Ш. Байчура также поддерживает позицию И.А. Бодуэна де Куртенэ и Э.Д. Поливанова, согласно которой "экономия" ограничивается семантическим фактором (требованием понимания), то есть экономия в произношении допустима лишь тогда, когда она не мешает экономии умственной работы.

В то же время В.Ш. Байчура скептически относится к теории изменения языка в процессе усвоения его молодым поколением от взрослых. Он утверждает, что "теория постоянных изменений в последующей речи... абсолютно ничего не объясняет, потому что все возможные направления изменений в речи отдельных людей различны и, следовательно, взаимно исключают друг друга" (с. 104).

Рассмотрим, например, случай адаптации сочетания звуков [шч] и даже [ш'], где два звука — фрикативный переднеязычный зубной [с] и переднеязычный

палатальный аффрикат [ч] — сливаются в один звук [ш']. С.Н. Борунова (1966, с. 56) соглашается с мнением И.А. Бодуэна де Куртенэ, что "деградация двух согласных в один звук... происходит только тогда, когда нет препятствий на уровне центрального аппарата, и при этом экспрессивность речи не теряет своего значения" (И.А. Бодуэн де Куртенэ, 1963, т. 1, с. 232).

С.Н. Борунова пишет, что слияние [sch] в [ш'] происходит "в первую очередь, если слово используется достаточно часто, в результате чего оно превращается в целостный знак понятия (диерема, отделяющая префикс, ослабляется, а корень ослабевает); и, во-вторых, в результате морфологических процессов, когда структура слова перестаёт быть узнаваемой" (с. 56). Следовательно, чем чаще слово используется, тем выше вероятность изменения его звуков.

Анализируя частотность использования слов, содержащих сочетание звуков [sch] (например: осторожный, расчетливый, бесчеловечный, бесчисленный, невежливость и др.), автор отмечает, что "чем чаще слово или словосочетание используется в речи, тем выше вероятность того, что звуковая комбинация будет произноситься как единый звук, то есть как [ш']".

В итоге делается следующий вывод: "Экономия произношения наблюдается чаще в тех словах и выражениях, которые чаще встречаются в устной речи и более привычны с артикуляционной точки зрения. Эти слова постепенно превращаются в неразделимые символы заложенной в них идеи, и для их понимания каждый раз не требуется восстанавливать их словообразовательную модель".

Теория принципа экономии, которая основывается на скорости передачи информации (или, шире говоря, на доле речевого процесса в человеческой деятельности), объёме памяти и скорости восприятия, тесно связана с теорией языковой избыточности. В частности, в языке выявляется наличие абсолютно идентичных компонентов (дублирующие слова, абсолютные синонимы). Языковая система стремится устранить избыточность. Последняя действительно противоречит системе, и разрешение этого противоречия является одним из импульсов для её развития, поскольку избыточность — это естественное, логичное и неизбежное явление, присущее каждому синхронному состоянию языка.

Одним из первых исследователей, затронувших вопрос избыточности в языке, был И.А. Бодуэн де Куртенэ. До него эту тему обсуждал лишь О. Есперсен (отчасти Г. Поль), но, кроме Есперсена, на это явление почти никто не обращал внимания. Однако Есперсен говорил об избыточности довольно поверхностно. В отличие от него, Бодуэн уделял этой проблеме значительное внимание в своих работах. Как он отмечал, избыточность в языке приводит к устранению функционально ненагруженных элементов, таких как окончания. При этом Бодуэн подчеркивал, что, несмотря на стремление устранить избыточность, в языке остаётся много выживших форм, которые не несут функциональной нагрузки. Однако стоит отметить, что проблема взаимосвязи между принципами экономии и избыточности в трудах Бодуэна де Куртенэ пока ещё не получила широкого освещения.

Связь между экономией и избыточностью предполагал также Ж. Вандриес. Например, он рассматривал вопрос о семантическом и фонетическом «устаревании» слов, в результате которого они могут утрачивать свою выразительность и постепенно исчезать из языка. Иными словами, такие слова становятся избыточными с коммуникативной точки зрения. Это уже противоречит принципу экономии и может привести к их исчезновению.

Как видно, Ж. Вандриес существенно расширяет лингвистическую область анализа, что помогает глубже развить проблему экономии в языке. При этом (в отличие от Ф. де Соссюра, который не признавал значимости смены поколений для языковых

изменений) Ж. Вандриес, как и И.А. Бодуэн де Куртенэ и Э.Д. Поливанов, особо подчеркивал роль различных поколений в этом процессе.

Э. Бурси также напрямую связывает вопросы экономии и избыточности. В частности, он считает, что наличие в языке большого количества синонимов усложняет работу памяти, что, в свою очередь, приводит к тенденции сокращения синонимического запаса языка. Постепенно наиболее удобные синонимы начинают выражать семантические нюансы слов, которые становятся ненужными и исчезают из активного лексического состава языка. Исходя из этого, Э. Бурси ставит под сомнение утверждение Э. Сапира о том, что выражение одной мысли в двух или более формах следует рассматривать как показатель силы и богатства языка.

Связь между экономией и избыточностью, по сути, заключается в том, что экономия может работать на одном уровне (например, в синтаксисе), в то время как избыточность – на другом (в семантическом составе). Этот процесс возможен благодаря разделению элементов на разных уровнях.

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INGLIZ VA O'ZBEK TILLARIDA ANIQLIK HODISASINI IFODALASHDA GRAMMATIKALIZATSIYANING O'RNI

A.A.Shermatov¹

Annotatsiya:

Ushbu maqolada aniqlikning grammatik kategoriyasi va uning grammatiklashgan ko'rsatkichlari haqida so'z yuritiladi. Ingliz tilida aniqlikni ifodalash uchun grammatik vosita sifatida aniq va noaniq artikllar qo'llaniladi, o'zbek tilida esa artikel mavjud emas. Har ikkala tilda ham ko'rsatuv olmoshlari aniqlikni ifodalashda muhim rol o'ynaydi. Shuningdek, ko'rsatuv olmoshlarining grammatiklashuv jarayonidagi, ya'ni ular deiktik funksiyalardan morfologik ko'rsatkichlarga aylanishidagi roli ilmiy manbalar asosida tushuntiriladi.

Kalit so'zlar: aniqlik, grammatikalizatsiya, olmosh, ko'rsatish, artikl, diskurs, deyktik, demonstrativ.

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Aniqlikning grammatik kategoriyasi tildagi aniqlikning grammatikallashgan markerlari hisobiga bog'liq. Misol tariqasida, ingliz tilida aniq va noaniq artikllarning qo'llanilish holatlari. Biroq, o'zbek tilida artikl mavjud emas. Artikllardan tashqari, ham ingliz ham o'zbek tillarida aniqlikning funksional-semantik kategoriya sifatida leksik-sintaktik yondashuvlarning jarayonlashuvida ko'rsatish olmoshlari ham qo'llanilishi tabiiy. Ya'ni ingliz tilida aniqlikni ifodalashda nafaqat aniq artikl balki ko'rsatish olmoshlari ham matnda aniqlikni voqelanishiga asos bo'la oladi. Shuningdek, o'zbek tilida ham ko'rsatish olmoshlari orqali aniqlikni ifodalashdagi matn mazmun-mohiyatida o'rni beqiyos.

Ko'rsatish olmoshlari ko'p hollarda tilshunoslar tomonidan keng qamrovli tadqiqotlar mavzusi bo'lib kelgan. Ko'rsatish olmoshlari to'g'risida mufassal ma'lumotlar sirasiga K.E.Maytinskaya, Dj.Layonz, K.Byuler, X.Dissel, Dj.Grinberg, Ye.M.Volf, Ye.V.Paducheva kabi olimlarning olib borgan tadqiqot ishlarini misol qilsa bo'ladi. Respublikamizda ham o'zbek tili orqali boshqa tillarni qiyosiy o'rgangan holda ko'rsatish olmoshlari bo'yicha aniq nazariy fikrlarni bera olgan olimlarimizdan Sh.S. Safarov, S.R.Raximov, B.H. Davlatova kabilarning monografiya va ilmiy asarlarida mazkur masala atrofida ilmiy fikrlar namoyon bo'lgan.

Ko'rsatish olmoshlari aniq artikllardan ikkita asosiy mezonlar orqali farqlanadi. Birinchisi, aniq artikl ad'ektiv qo'llanilishni o'z ichiga olsa, ko'rsatish olmoshlari qoidaga ko'ra, ad'ektiv, pronominal va adverbial holatlarda qo'llanilishi mumkin. Ikkinchidan, tilda ko'rsatish olmoshlarining asosiy funktsiyasi – bu ularning deyktik vazifalarga ega bo'lishida namoyon bo'ladi. Ko'rsatish olmoshlari diskursning makon-zamon kontinuumida nutqiy harakat ishtirokchilaridan ularning joylashgan masofasiga nisbatan joylashadi hamda aniqlaydi.

Artikllar mavjud bo'lgan barcha tillarda artikl atamasi demonstrativlardan kelib chiqqanligi diaxronik ravishda isbotlanganligi ma'lum. K.Layonz bu holatdagi grammatikalizatsiyaning manbasi deyktik neytral demonstrativlar yoki proksimalsiz (bevosita uzoqda turgan ob'ektlar) yoki birinchi shaxsni ko'rsatmagan holatlar bilan qamrab olinadi deya izohlagan [Layonz Dj., 1978:116]. Artikllarning ko'rsatish olmoshlaridan muhim farqlaridan biri bu ularning nutqda urg'uning joylashish holatlariga ko'ra ham ko'zga

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tashlanadi. Artikllarning demonstrativlardan kelib chiqqan deyilishiga yana bir omil shuni ifodalaydiki, ko'rsatish olmoshlarining bir xil yoki juda yaqin bo'lgan urg'u orqali farq qiladigan holati bilan ham belgilanishi mumkin. Misol sifatida nemis tilidagi der urg'usiz artikli deytik neytral bilan bilan bir xil xizmat qiladi, biroq der demonstrativining urg'uli holati bundan mustasno. Dj.Grinberg o'zining "How does a language acquire gender markers?" maqolasida ko'rsatish olmoshlarini aniq artiklga grammatikalizatsiyalashish jarayonini tasvirlagan [Greenberg J. H., 1978:48]. Ye.S. Gorodova esa ushbu turdagi jarayonning dastlabki darajasi grammatikalizatsiyalashadigan elementning noan'anaviy qo'llanilishi orqali xarakterlanadi deya fikr bildirgan [Gorodova Ye.S., 2014:56-58]. Bunda leksik birliklar qo'shimcha grammatik yuklamalarni kiritishni boshlaydi. Leksik birliklar orqali grammatikalizatsiyaning tezlashish borasida yangidan-yangi kontekstlarni vujudga keltiradigan yangi grammatik mohiyat asosida mustahkamlanadi. Dj.Grinberg grammatikalizatsiya jarayoni avvaldan diskursda zikr qilingan deytik element to'liq elementni identifikatsiya qilishni boshlagan vaqtida amalga oshirilishini izohlagan [Greenberg J. H., 1978:61-62]. Dj. Grinberg tomonidan berilgan izohni ya'ni grammatikalizatsiya jarayonining darajalanishini quyidagicha ko'rinishda ifodalash mumkin:

Dj.Grinbergning fikridan farq qilgan holda X.Dissel o'zining "Demonstratives: Form, Function and Grammaticalization" asarida anaforik demonstrativlarning aniq artikllarga aylanishida ularni qo'llanilishida notematik antetsedentlar bundan oldingi diskursdagi ko'plab referentlarga tegishliligi bilan ishora qilinadi deya ta'rif bergan. Mazkur holatdagi shakllanish jarayonida demonstrativlar deytik funksiyalarini yo'qotib o'z navbatida aniqlikning formal markerlariga aylanadi [Diessel H., 1999:128-129]. Bu holat aniqlikning markerlari hisoblanib ko'rsatish olmoshlari va aniq artikllar jarayonning birinchi qismida deytik komponentning mavjudligi va yakunida mavjud bo'lmaslik jihatlari bilan farqlanadi.

Demak, demonstrativlarning aniq artiklga grammatikalizatsiyalashuv jarayoni deytik element rolining bosqichma-bosqich qisqarib borishi ko'pincha fonologik reduktsiya bilan birga morfologik va grammatik avtonomiyaning yo'qotilishi bilan yakunlanadi.

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SOME COMMENTS ABOUT DISCOURSE DEIXIS IN LITERARY TEXT (IN THE MATERIALS OF ENGLISH AND UZBEK LANGUAGES)

A.K. Kitibayeva ¹, A.A. Shermatov ²

Abstract:

This article is about the role of deixis in linguistics, emphasizing its relevance in intertextual expression and the structure of discourse. Deixis focuses on the speaker's position in time and space, anchoring communication to a specific context and shaping how meaning is conveyed and interpreted. The text highlights the relationship between social deixis and text, which encompasses communication between speakers or writers and their audiences, stressing the dynamic, context-dependent nature of language.

Key words: discourse deixis, demonstrative pronouns, spatial and temporal proximity, deictic center, discourse contexts, deictic expressions, English, Uzbek.

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In contemporary linguistics, the process of deixis is scientifically researched by various linguists and serves as an impetus for opening new aspects of scientific research on the characteristics of intertextual expression of deixis types. At the center of the system of deixis is the speech author, that is, we call a speaker and his location in space and time remains the starting point. Deixis determines the location of the speaker in a certain space during speech activity. Speaking from this point of view, deixis should be studied at the level of discourse and can be recognized as a “special case of reference” [Hanks., 1992:46]. Discourse is associated with a specific part of language, usually larger than a sentence. Discourse is mainly seen in the interaction between speakers or between writers and readers [Sylvia., Edmund, 1998:118]. Any social interaction or expression that involves language can be considered as a discourse [O’Grady W., Archibald J., Katamba F., 2011:629].

A similar definition can be found in the work of another linguist Ch. Fillmore. The scientist includes in the group of deictics “lexical and grammatical units that meaning is determined in the structure of the sentence in which they are used” and emphasizes that this sentence is “related to the text of a certain social situation” [Fillmore, 1975:75]. Ch. Fillmore suggests distinguishing four types of deixis (space, time, social relation, text deixis). Social deixis consists of forms of respect, text (discourse) deixis is a system of indications and references to other parts of the text.

The function of demonstrative pronouns this/these, that/those in speech activity is based on the principle of proximity/distance of the deictic center. In fact, this principle underlies the detailed classification of demonstrative pronouns. Realization of the proximity category in space and time is manifested in the use of demonstrative pronouns this/these for objects and events. The proximity category is defined with the speaker's place. Demonstrative pronouns show the person-subject of the discourse implicitly [Safarov, 2008:178-180].

The author's attitude is reflected in how he divides the text into parts, introduces a new idea and gives a systematic using of statements. The author of the text creates the content of the transmitted information on the basis of his own interpretation and selects the linguistic material with the help of various means of demonstration, highlighting one or another

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evidence, assuming a certain pragmatic purpose. It is known that at the heart of the text lies the author's subjective attitude to objects and events, his evaluation to them. In this case, the analysis of the means of expressing reality in an artistic text, such as identifying similarities between objects, comparing them, contrasting them, introducing various repetitions, clarifications can be taken into consideration.

The function of discourse deixis is to determine the "situation" (concrete or abstract) within the events that occur in the text. Referential approach to some parts of the text indicates that the text is expressed deictically. Deictic situations used in the text are one of the most important tools for the discourse deixis in giving the co-referential situation in the text:

e.g. You see, the way they work things in Blaenelly is like this: the Company has three doctors on its list, though mind you Doctor Page is far and away the cleverest doctor of the lot. (Cronin A.J. *The Citadel*. - Moscow: Higher school publishing house, 1966. - P. 28)

Bu yil kuz seryomg'ir keldi. Bo'tana oqimlar necha bor ariqchalarni yuvib, yig'ilib qolgan xasu xazonlarni surib ketdi...(Isfandiyor. *Meni tongda uyg'oting*. -T.: G'afur G'ulom nomidagi adabiyot va san'at nashriyoti, 1986. -B. 9.)

e.g. She was dressed severely in a simple tweed suit and low-heeled shoes. This is Madame Harcourt. (Irwin Shaw. *Bread upon the waters*. - New York: Dell publishing co., 1981. - P. 194.)

Sevguvchi odam hayotga, odamlarga ham mehr bilan qaraydi. U yovuzlikdan, makr va qabohatdan yiroq bo'ladi (Temirov H. *Generalning bevasi*. -T.:Yangi asr avlodi, 2012. - B.179.)

In English texts, the discourse deixis is often expressed by demonstratives such as this, that, and personal pronouns such as he, she, it, they, and in Uzbek language, such as and personal pronouns:

e.g. All you got to remember is that you are working for Doctor Page. That is the main thing, Doctor. (Irwin Shaw. *Bread upon the waters*. - New York: Dell publishing co., 1981. - P. 29.)

Men onamning yurak urishlarini shundoqqina eshitib yotardim. Bu men uchun rohat edi. (Isfandiyor. *Meni tongda uyg'oting*. - T.: G'afur G'ulom nomidagi adabiyot va san'at nashriyoti, 1986. - B.7.)

In English literary texts, the definite article can also be added to the discourse deixis. Because the presence of the definite article in the text is very important for the reader. The reader will quickly learn information about who or what the events are related to through the specific article. It is known that there is no article in Uzbek. The function of the definite article in English can be given in Uzbek by demonstrative pronouns such as "that, this, this, this":

e.g. A doctor spoke to me on the phone.

Bir shifokor telefonda men bilan gaplashdi.

e.g. The doctor spoke to me on the phone.

O'sha (mazkur: THAT/THE) shifokor telefonda men bilan gaplashdi.

Demonstrative pronouns are used for almost the same purpose in both English and Uzbek languages. That is, the meaning of the demonstrative pronoun "o'sha" in Uzbek can be given by the pronoun "that" and the meaning of the pronoun "this" can be given by demonstrative pronouns such as "bu, shu". Discourse deixis is present in the text in two ways: anaphoric and cataphoric. It is known that if an action takes place or occurs during the discourse, demonstrative pronouns like that/those are used for earlier execution of events during the discourse: this/these:

e.g. Never leave home without it, like they say on television. (Irwin Shaw. *Bread upon the waters*. - New York: Dell publishing co., 1981. - P. 320.)
(anaphoric)

Kechikib bo'lsa ham hayotda odam o'z o'rnini belgilab, o'zligini tanib olishi kerak. Buni u yaxshi biladi. (Isfandiyor. Meni tongda uyg'oting. – T.: G'afur G'ulom nomidagi adabiyot va san'at nashriyoti, 1986. – B.108.) (anaphoric)

e.g. This last phrase had become a comic byword in the household. They both used it, indiscriminately, facetiously, as a clincher to all their arguments. (Cronin A.J. *The Citadel*. – Moscow: Higher school publishing house, 1966. – P. 239.) (cataphoric)

Nurbekning o'sha, uzoq judolik so'nggidagi hayajonli uchrashuv chog'ida bildirgan iqrori, birga bo'lishga astoydil ishtiyoqi xonimga g'alati ta'sir etdi (Temirov H. *Generalning bevasi*. –T.:Yangi asr avlodi, 2012. – B.342.) (cataphoric)

In conclusion, the analysis provided highlights key features of discourse deixis in English and Uzbek literary texts, emphasizing both similarities and differences. The use of demonstrative pronouns like this/these and that/those in English and their counterparts in Uzbek, such as bu, shu, and o'sha, demonstrates how deictic expressions are employed to indicate spatial and temporal proximity or distance relative to the speaker's deictic center. Additionally, the role of anaphoric and cataphoric references within discourse deixis illustrates the ways in which elements of a text are cohesively connected and how meaning is established through reference to other parts of the text.

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ASPEKTOLOGIYAGA TEGISHLI AYRIM TADQIQOTLARNING QISQA TAHLILI

*B.X. Rizaev¹**Annotatsiya:*

Maskur maqolada tillardagi zamon va aspekt kategoriyalari o'rganilgan. Muallif nemis va o'zbek tillarida zamon va aspektni ifodalash usullarini qiyosiy tahlil qilib, Renata Shchepanyak, Maykl Starke va Volfgang Klyayn tadqiqotlariga tayangan holda, nemis tilidagi perfekt shaklining grammatiklashuv jarayoni va temporal lokalizasiya bilan bog'liqligini ochib beradi. Shuningdek, S.T. Normatova va M.I. Begmatovaning o'zbek tilidagi grammatiklashuv jarayoniga oid tadqiqotlari tahlil qilingan. Maqolada zamon va aspekt kategoriyalarining til tuzilishidagi o'rni ko'rsatib o'tilgan.

Kalit so'zlar: aspektologiya, zamon va aspekt, temporallik xususiyatlar, temporal lokalizasiya, grammatiklashuv, tugallanganlik va jarayonlilik (prosessuallik), analitik fe'l shakllari, yordamchi fe'llar.

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Turli tizimli tillarning aspektologiyasi bo'yicha yangiliklarni aks ettirgan tadqiqotlar zamon va aspekt kategoriyalarining grammatik va sintaksik xususiyatlarini chuqurroq o'rganishga yo'naltirilgan. Qardosh bo'lmagan tillarda, xususan, nemis va o'zbek tillaridagi bu kategoriyalarni ifodalash usullari turli tadqiqotlarda keng o'rganilgan. Ushbu maqolada asosiy manbalarga tayangan holda aspektologiyaning muhim jihatlari tahlil qilinib, bu sohadagi ilmiy ishlarning dolzarbligi qayd etiladi.

Nemis tilidagi grammatiklashuv jarayoni muammolari bilan bog'langan Renata Shchepanyakning "Grammatikalisierung im Deutschen: Eine Einführung" (2014) asarida nemis tilidagi grammatiklizasiya jarayoni leksik elementlarning grammatik funksiyalarga aylanish jarayoni sifatida tavsiflanadi. Asar nemis tilida leksik birliklarning grammatik ma'noga ega bo'lish jarayoni bosqichma-bosqich sodir bo'lishini ko'rsatadi. Bu jarayon asosan predloglar va yordamchi fe'llar orqali rivojlanadi. Asarning nazariy va tarixiy tahlillari grammatiklashuvning tilning tuzilishiga qanday ta'sir qilishini tushunishda muhim ahamiyatga ega.

Maykl Starke tahriridagi "The Syntax of Tense and Aspect" (2005) asarida nemis tilidagi zamon va aspekt kategoriyalari sintaktik tuzilmalar asosida o'rganilgan. Perfekt va preterit shakllarining aspektual ma'nolar bilan bog'liqligi, shuningdek, yordamchi fe'llarning temporal xususiyatlarini ifodalashdagi roli tahlil qilingan. Kitobda, shuningdek, turli mintaqalarda zamon shakllarining qo'llanishi va kelajak zamon konstruksiyalarining sintaktik jihatlari ham o'rganiladi.

Perfekt shakli nemis tilida faqat o'tgan zamonni ifodalovchi vosita emas, balki turli zamon va aspektual kategoriyalar bilan bog'liq ko'p ma'nolarni ham qamrab oladi. Volfgang Klyaynning tadqiqotiga ko'ra, ("How time is encoded." 2009) nemis tilidagi perfekt nafaqat o'tgan zamondagi tugallangan harakatlarni, balki hozirgi vaqtga ta'sir etuvchi yoki hozirgi vaqt bilan bog'liq holatlarni ham ifodalaydi. Muallif perfektning ikki asosiy jihatini o'rganadi:

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1. Temporal lokalizasiya: V.Klyayn perfekt shaklini o'tgan vaqtda sodir bo'lgan harakat bilan cheklash mumkin emasligini ta'kidlaydi. Aksincha, bu shakl fe'lning hozirgi zamonga ta'sir etuvchi natijalarini ifodalaydi, ayniqsa, hozirgi jarayonlilik (prosessuallik) yoki natijaviy tugallanganlik muhim bo'lgan kontekstlarda.

1.Assotsiatsiya bilan bog'liqlik: Nemis tilidagi perfekt shakli tugallanganlik va prosessuallik kabi aspektual kategoriyalar bilan uzviy bog'liq bo'lib, turli kontekstlarda tugallangan harakatlarni ifodalasa ham, natijalari hozirgi vaqtda dolzarb bo'lishi mumkin degan fikrni yuritadi.

Volfgang Klyayn fe'llarning aspektual xususiyatlari bilan shug'ullanuvchi lingvistikaning yo'nalishi bo'lgan aspektologiya sohasi bo'yicha katta hissa qo'shgan. Muallifning ushbu mavzuga bag'ishlangan mashhur ishlaridan bir nechta:

"Time for More Tense-Aspect Research" (2000) - Ushbu maqolada V. Klyayn zamon va aspekt masalalari bo'yicha tadqiqotlarning hozirgi holati haqida fikr bildiradi va qo'shimcha tadqiqotlar zarurligini ta'kidlaydi. U vaqt (tense) va aspektlar (aspect) o'rtasidagi o'zaro aloqalarni tadqiq qilishga hali etarlicha e'tibor qaratilmaganligini ta'kidlab, bu sohani kengroq o'rganish zarurligini qayd etadi.

Maqolaning asosiy nuqtalari: (a) Vaqt (zamon) va aspektlar haqidagi mavjud nazariyalar va ularning turli tillardagi qo'llanilishiga umumiy nazar; b) Faqat grammatik aspektlarga emas, balki vaqtning tilda ifodalanishi va uning kognitiv mexanizmlariga ham ko'proq e'tibor berish zarurligi haqidagi fikrlar; v) Klyayn yangi tadqiqot yo'nalishlarini taklif qiladi, masalan, aspektlarni diaxronik kontekstda va bolalar tilida o'rganish, bu esa turli tillarda zamon kategoriyalarining qanday shakllanishini yaxshiroq tushunishga yordam beradi.

Ushbu maqola aspektologiya va vaqt (zamon) masalalari bo'yicha tadqiqotlarni jadal rivojlantirishga chaqiradi va bu sohada yangi usullar hamda yondashuvlarni taklif qiladi.

"Action, State, and Temporality in Language" (2009) - Ushbu asarida V. Klyayn tildagi harakatlar (events) va holatlar (states) o'rtasidagi farqlarga va ularning vaqtinchalik xususiyatlari (temporallik) bilan qanday bog'liq ekanligiga e'tibor qaratadi. Muallif harakatning vaqt bilan bog'liq xususiyatlari (masalan, boshlanishi, tugashi va davomiyligi) lingvistik tuzilmada muhim o'rin tutishini ta'kidlaydi. Asar turli tillarda vaqt bilan bog'liq farqlar qanday ifoda etilishini o'rganishga qaratilgan.

"Aspectual Differences and their Determinants: Cross-linguistic Studies" (2010) - Bu asar turli tillardagi aspektual farqlarni o'rganishga bag'ishlangan bo'lib, ya'ni turli tillarda vaqt aspektlari (masalan, harakatning tugallanishi yoki tugallanmaganligi) qanday ifodalanishini tadqiq qiladi. V. Klyayn ushbu maqolada aspektual farqlarning sabablari va ularning qaysi omillarga bog'liq ekanligiga alohida e'tibor qaratadi.

Asarda quyidagi mavzular ko'rib chiqiladi:

1) Fe'llarning leksik aspektlari, ya'ni fe'lning ma'nosida mavjud bo'lgan vaqt xususiyatlari (masalan, "yugurish" jarayoni yoki "qulamoq" kabi bir zumda sodir bo'ladigan harakat);

2) Grammatik aspektlar, ular grammatik vositalar orqali ifoda etiladi (masalan, o'tgan zamonda tugallangan vaqt);

3) Turli tillarda aspektual farqlarning qanday ifodalanishi va madaniy, kognitiv va lingvistik omillar bu farqlarga qanday ta'sir qilarligi.

V. Klyayn turli tillarni solishtirgan holda aspektual farqlarning asosida yotgan qonuniyatlarni aniqlashga harakat qiladi.

Nemis tilida perfektning grammatikalashuv jarayoni va perfekt shaklining rivojlanishini H.Toyberning tadqiqotlarida chuqurroq o'rganishga qaratilgan. U perfektning grammatikalizasiya jarayonini va uning tarixiy rivojlanishini tahlil qiladi. H. Toyber ta'kidlashicha, perfektning dastlabgi vazifasi natijaviylikni ifodalash bo'lgan, ammo vaqt o'tishi bilan uning funksiyalari kengayib, o'tgan zamon shakli sifatida ishlatila boshlagan.

Muallifni ishlarida perfektning sintaktik va semantik xususiyatlari ham batafsil tahlil qilinadi. Bunda perfekt analitik shakl sifatida o'zining tarkibidagi yordamchi fe'l va o'tgan zamon sifatidoshidan (Partizip II) qamrab olishi, so'zlar tartibi, yordamchi fe'lning asosiy jumlada ikkinchi o'rinni egallashini, sifatdoshning jumla oxirida kelishi kabi sintaktik qoidalarini tushuntiradi. Muallif perfektning moslashuvchanligini ham ta'kidlaydi: u na faqat o'tgan zamonni, balki hozirgi vaqt (zamon) bilan bog'liq natijalarni ham qamrab oladi.

V. Klyayn va H. Toyber tadqiqotlari nemis tilidagi perfekt shaklining murakkab tuzilishi, bu shaklining semantik jihatdan ko'pqirraliligi va uning grammatikalizasiya jarayonini teran tushunish imkonini beradi.

Nemis va o'zbek tillarida zamon va aspektning ifodalash usullarini o'rganish tillarning dinamikasini tushunishda katta ahamiyatga ega.

O'zbek tilidagi zamon va aspekt ma'nolari bilan bog'lik bo'lgan analitik fe'l shakllari S.T. Normatovaning "Аналитические глагольные формы в узбекском языке" (2005) asarida ko'rib chiqilgan. Bu ish o'zbek tilidagi analitik fe'l shakllarining tuzilishi va grammatik vazifalarini o'rganishga bag'ishlangan. Asar o'zbek tilidagi analitik shakllarning turli ko'rinishlarini tasniflab, zamon, zalog va aspekt kabi grammatik kategoriyalarni ifodalashdagi rolini chuqurroq o'rganadi. S.T. Normatovaning ishi o'zbek tilidagi yordamchi fe'llar va ularning fe'lli tuzilmalardagi vazifalarini ko'plab misollar bilan tushuntiradi.

O'zbek tilidagi grammatiklashuv hodisasi bilan bog'liq muammolar M.I. Begmatovaning "Грамматикализация аналитических форм в узбекском языке" (2009) asarida sinchiklab o'rganilgan. Muallif leksik unsurlarning grammatik vazifalarga aylanish jarayonini va uning bosqichlarini tahlil qiladi. M.I. Begmatova yordamchi fe'llarning o'zbek tilidagi rivojlanishi va ularning grammatik funksiyalarni bajaruvchi vositalarga aylanish jarayonini chuqur o'rganadi.

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MIQDOR VA DARAJA FORMASIDA KELUVCHI ILOVALI ELEMENTLAR

*M.B.Begmatov*¹*Annotatsiya:*

Ilovali konstruksiyada ilovali element o'ziga xos strukturaga egadir. Ilovali elementning bunday strukturasi, gaplarning uyushiq bo'laklaridan iborat. Miqdor va daraja formasida kelgan bu ilovali elementning asosiy vazifasi, asosiy ifodada ish harakatning qay darajada sodir bo'lishini ko'rsatib, uning biror bo'lagini aniqlab to'ldirib keladi.

Kalit so'zlar: ilovali element, miqdor va daraja formasi, element, komponent.

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Ilovali konstruksiya masalasi hozirgi zamon tilshunoslik fanida eng muhim masalalardan biri bo'lib hisoblanib, ko'plab tilshunos olimlarni o'ziga jalb etmoqda. Ilovali konstruksiyalar tilshunoslik fanida, ya'ni qisman nemis tilshunoslik fanida ko'p sohalarida tekshirilmoqda. Ilovali konstruksiyalar masalasi stilistik tomondan o'rganilmoqda. Lekin bu masalaning hamma tomonlari ham bir xil o'rganilgan deyish mumkin emas, chunki sintaktik tomondan qarasak, uning ko'p strukturaviy tomonlari ham yoritilmagan.

Ilovali konstruksiyada ilovali element o'ziga xos strukturaga egadir. Ilovali elementning bunday strukturasi, gaplarning uyushiq bo'laklaridan iborat, ya'ni analiz qilayotgan ilovali konstruksiyada ilovali element bir xil gap bo'lagi shaklida ifodalangan, ilovali element ma'no tomonidan har xil jihatdan bir xil gap bo'lagidan iborat, ya'ni miqdor va daraja holi formasida ifodalangan [2; 86-b.]. Ular yagona ilovali element strukturasi shaklida ifodalanishidan qat'iy nazar asosiy ifodaning so'nggi komponentini aniqlab, izohlab, to'ldirib kelgan.

Ilovali elementlar asosiy ifodadagi ish-harakatning sodir bo'ladigan joyini, paytini va shuningdek miqdor va darajasini ko'rsatib keladi.

In der ersten geöffneten Gaststätte der acht Kilometer entfernten Stadt bleibt er hängen und trinkt Bier. Ruhig und langsam Glas auf Glas.

Miqdor va daraja formasida kelgan bu ilovali elementning asosiy vazifasi, asosiy ifodada ish harakatning qay darajada sodir bo'lishini ko'rsatib, uning biror bo'lagini aniqlab to'ldirib keladi [1; 56-b.]. Shu narsani qayd qilishga to'g'ri keladikim, ilovali elementlar, asosiy ifodaning butunlay mazmunini aniqlash to'ldirish uchun xizmat qiladi yoki bo'lmasa, uning biron-bir bo'lagini izohlab keladi. Bu konstruksiyada ilovali element asosiy qismning oxirgi bo'lagini ya'ni, "und trinkt Bier" komponentini aniqlab kelib, bu protsesda uning pivoni shoshmasdan ichganligi, stakanlarning asta - sekin birin - ketin bo'shatganligini tasvirlab berilgan eng muhim, bu ilovali konstruksiyada asosiy ifoda bilan ilovali element o'rtasida sintaktik aloqaning o'rnatilishidir. Bu aloqa "trinken" so'zi orqali amalga oshadi. Bunday so'zlar, kontakt so'zlari yoki biriktiruvchi vosita ham deb ataladi.

Bunday hodisalarning keyingi misollarimizda ham ko'rish mumkin.

Ich habe gedacht, wir könnten die Couch schwarz und die Sessel rot überziehen lasten. Oder umgekehrt. (W. Steinberger, Wasser aus trockenen Brunnen, S. 347).

Bu misolimizda ilovali konstruksiyada asosiy ifoda bilan ilovali element bir xil strukturaviy hajmga ega emas. Bu fikr asosiy ifoda bilan ilovali elementlar, hamma vaqtda bir xil strukturaga ega bo'lmasligi mumkin degan g'oyani tasdiqlab keldi. Albatta bunday holni

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faqatgina shu misol asosida emas, balki boshqa misollar asosida ham ko'rish mumkin. Bu ilovali konstruksiyaning oldingi ilovali konstruksiyadan farqi shuki, bu yerda ilovali element asosiy ifoda bilan maxsus biriktiruvchi vosita orqali bog'langan. Bunday funktsiyani "oder" bajarib keladi. Shuni qiziqki ilovali element asosiy ifoda tarkibidagi "schwarz" va "rot" sifatlarining o'rniga kelishligi tasvirlanadi. Shu asosiy ifodaning mazmuni aniqlanadi, to'ldiriladi.

Ba'zi hollarda ilovali elementlar asosiy ifodada unda anglashgan ish – harakatni qay holda sodir bo'lishini ko'rsatib kelishi mumkin.

Sie kam mit Fröschen und Pilzen Hum da stand vor ihr ein unbekannter Mensch. Bartlos und Hager. (Marianne Bruns. Die Lichtung, S. 105).

Er schrieb rauchte die Zigarre ging aus, er schrieb sachlich nüchtern. Eifrig und hoffnungslos. (L. Feuchtwanger, Erfolg S. 68)

Ilovali konstruksiyada ilovali element o'ziga xos strukturaga egadir. Ilovali elementning bunday strukturasi, gaplarning uyushiq bo'laklaridan iborat, ya'ni analiz qilayotgan ilovali konstruksiyada ilovali element bir xil gap bo'lagi shaklida ifodalangan, ilovali element ma'no tomonidan har xil jihatdan bir xil gap bo'lagidan iborat, ya'ni miqdor va daraja holi formasida ifodalangan [3; 14-b.]. Ular yagona ilovali element strukturasi shaklida ifodalanishidan qat'iy nazar asosiy ifodaning so'nggi komponentini aniqlab, izohlab, to'ldirib kelgan.

Ilovali konstruksiyaning komponentlar orasidagi sintaktik aloqalar, biriktiruvchi vosita sifatida keluvchi "schreiben" kontaktli so'z orqali amalga oshadi. Ilovali elementlar hol formasida kelganida, sintaktik aloqa, asosiy ifoda sostavida keluvchi bosh bo'laklarning birligi asosida amalga oshiriladi.

Yuqoridagi konstruksiyada sostavidan "er schrieb" modelini olsak, yuqorida keltirilgan fikrimizning to'g'riligiga ishonch hosil qilamiz. Haqiqatdan ham ish model birligi asosiy ifoda bilan ilovali element o'rtasidagi aloqani o'rnatishda yordam beradi.

Yuqoridagi ilovali konstruksiyadan, quyidagi ilovali konstruksiya shu bilan farq qiladiki : birinchidan ilovali element komponentlari bir-birlaridan maxsus biriktiruvchi vosita orqali bog'langan; bu funktsiyani "und" bajarib keladi; ikkinchidan ilovali element asosiy ifodadagi "ging" holiga tegishlidir.

Masalan:

Sein kälter frisches Gesicht Sah jung aus im Schnee. Nicht mehr kränklich und ältlich. (A. Seghers, Das Vertrauen, S. 88)

Demak ilovali elementning mazmuni, asosiy ifoda komponentiga qarama – qarshi qo'yilgan. Demak, bu yerda ham asosiy ifoda (komponentiga) bilan ilovali element orasidagi sintaktik aloqalar, bosh bo'laklarning birinchi asosida amalga oshadi. "Aussehen" so'zi ham murakkab sintaktik butunlikning komponentlarning bo'lishi asosiy ifoda bilan ilovali elementlar o'rtasidagi sintaktik aloqalarni o'rganishda muhim rol o'naydi. Ya'ni ilovali element ana shu "aussehen" so'zining talabi bilan yuzaga keladi.

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THE HARMONY OF THE CONCEPTS OF TIME AND LANGUAGE

Sh. Ashurov¹, S. Mukhiddinova²

Abstract:

This article analyzes the interconnection between the concepts of time and language. It explores how time is reflected through language and examines culturally specific expressions of time. Drawing on the opinions of authors and scholars, the linguistic aspects of understanding and expressing time are illustrated with examples. The expression of time in the Uzbek and English languages has unique characteristics, and the representation of the concept of time through language across different eras and cultures is thoroughly investigated.

Key words: concept of time, language, time, linguistics, culture, semantic analysis, tense, period.

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Concept of Time

The concept of time is an inseparable part of human life, always attracting the attention of scholars, philosophers, thinkers, and writers. The essence of time has been interpreted differently across various cultures since ancient times. From the very beginning, humanity has sought to measure and understand time. Various philosophical and scientific approaches to the precise explanation of time have developed from antiquity to modern times. Aristotle defined time as constant change in his work "Physics," while Plato's "Timaeus" examined the connection of time with eternity. Later, new theories regarding the nature of time emerged in modern science.

However, the linguistic and cultural aspects of time also play an important role, as each society and culture understand and expresses time in its own unique way. The concept of time, particularly how it is reflected through language and culturally specific expressions of time, is central to linguistic research.

The Harmony of Language and Time

Language, as a means of self-expression for humans, also shapes the concept of time. Each language expresses time through its lexical and grammatical systems. Many elements participate in the expression of time, including grammatical time forms, tense systems, and time units. For example, in Western languages like English, French, and Spanish, past, present, and future tenses are clearly distinguished, while in some other languages, the concept of time may be expressed more ambiguously. From this perspective, the reflection of time in language has been the subject of numerous studies and investigations.

The founder of linguistics, Ferdinand de Saussure, explained the relationship between time and language through symbolic systems. According to him, linguistic signs reflect aspects of reality that are related to time. Additionally, scholars like Benjamin Lee Whorf and Edward Sapir discussed the interaction between language and thought, proposing significant scientific approaches regarding how the concept of time is formed through language and the variations in time expression across different cultures.

Historical Perspective

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The concept of time and its representation through language have been subjects of research since ancient times. Philosophers from the ancient period, such as Aristotle and Plato, studied time as a philosophical category in their era. Later, Latin grammarians debated how the concept of time could be represented in linguistics. In this way, scholars such as Saussure, Whorf, and Sapir developed their theories about the connection between language and time and conducted various studies in this field.

Linguistic Expression of Time

Understanding time through language is an essential part of human thought. Time allows individuals to imagine events in their lives in terms of sequence and duration, and this is reflected through language. From a linguistic perspective, many languages express time through grammatical tense forms. For instance, in English, past, present, and future tense forms are based on clear grammatical rules. In English, there are tenses such as "past," "present," and "future," which occupy specific positions in each sentence structure. Such grammatical systems are employed to accurately and precisely reflect time.

At the same time, other languages may express time differently. For example, in some languages, the distinction between past and future tenses may not be clearly defined. In Japanese, for instance, there is no distinct future tense; rather, time is expressed more in relation to context. This demonstrates that understanding time through language is not universal but shaped through the specificity of culture and language.

Uzbek Language and Time

In the Uzbek language, the expression of time is carried out through clear tense forms, similar to many other languages. In Uzbek, tense expressions are presented in forms such as past tense ("o'tdi"), present tense ("boradi"), and future tense ("bo'ladi"). The grammatical structure of this language allows for clear and logical consistency in expressing time during communication. Furthermore, time expressions in Uzbek often clearly indicate the notion of time, with words like "kecha" (yesterday), "bugun" (today), and "ertaga" (tomorrow) easily distinguishing between different time segments.

Cultural Differences in Time

The ways cultures perceive and express time can vary significantly. In Western culture, time is typically envisioned in a linear manner, where events occur in a specific sequence and time progresses forward. From this perspective, Western languages also rely on a linear structure in expressing time. Words like "yesterday," "today," and "tomorrow" in English indicate precise and sequential time. This culture emphasizes the continuous measurement and monitoring of time.

Conversely, in Eastern cultures, particularly in rural areas, time is often expressed more cyclically and in relation to natural phenomena. For example, in Chinese culture, time is conceived in accordance with the cycles and periods of nature. These cultures view time as cyclical (circular), meaning events may recur within a certain timeframe. Such cultural differences are also reflected through language. In Chinese, expressions of time often use terms associated with natural phenomena.

Edward Hall and Benjamin Whorf

Edward Hall conducted significant research on cross-cultural concepts of time. According to him, each culture's relationship with time varies, affecting their daily lives. Hall introduced the concepts of "Monochronic" and "Polychronic" cultures. In "Monochronic" cultures, time is understood linearly, and individuals focus on one task at a time. In "Polychronic" cultures, time is more flexible, allowing multiple tasks to be accomplished simultaneously.

Benjamin Whorf, through his theory of linguistic relativity, emphasized how language shapes our understanding of time. He argued that language is not just a means of communication but a powerful factor in shaping worldview. This theory highlights how the grammatical structures of languages influence how people understand and express time.

Whorf's research aids in deeper exploration of the differences in expressing time among various languages [7].

Noam Chomsky and Universal Grammar

One of the famous studies on the relationship between language and time is Noam Chomsky's theory of universal grammar. Chomsky argues that all languages share common grammatical structures that are shaped through human thought. He asserts that all languages have universal principles for expressing time, which are based on pre-existing linguistic capabilities in the human brain. Chomsky's theory focuses on the biological foundations of language, recognizing the concept of time as part of this linguistic capability. For instance, the universality of grammatical tenses helps understand the cognitive aspects of language [1].

George Lakoff and Cognitive Metaphor Theory

The cognitive metaphor theory developed by George Lakoff and Mark Johnson is also significant in researching the connection between language and time. They analyzed how the concept of time enters language through metaphorical expressions. For instance, phrases like "time is money" or "time flows like a river" illustrate how cultures conceive time. These metaphors show that time is expressed in relation to human daily experiences. According to Lakoff's theory, language plays a crucial role in shaping how individuals understand the world [4].

Semantic Aspects of Language

The linguistic semantics of expressing time can exhibit significant variations across languages. Semantics is the branch of linguistics that studies the meanings of words and their interconnections. The way words are used and the meanings they convey play a crucial role in expressing time. The concept of time is uniquely expressed in each language both lexically (from the perspective of vocabulary) and grammatically (through the rules of word formation).

For example, while some languages have distinct tense forms and time units for expressing time, others may have tenses that are ambiguous or more context-dependent. These differences are reflected in the semantic structures of the language. In English, grammatical tense forms are used to clearly designate time, such as past, present, and future tenses. Furthermore, a variety of temporal connectors like "before," "after," "soon," and "now" are employed to express time. Similarly, Uzbek has its own temporal connectors and tense forms, although some aspects may be adapted to the cultural and regional characteristics of the language.

Time Expressions in the Uzbek Language

In the Uzbek language, words and grammatical tools used to express time are clear and widely applied. As studied by contemporary linguists, Uzbek has three primary tense forms (past, present, and future) that are formed by adding suffixes to verbs. For example, the past tense is expressed using the "-di" suffix ("yurdi" — walked, "kelgan edi" — had come), while the present and future tenses are formed using the "-yapti" or "-adi" suffixes ("ketmoqda" — is going, "boradi" — will go) [5].

Additionally, time-related lexical units are common in Uzbek. Words like "bugun" (today), "kecha" (yesterday), "ertaga" (tomorrow), "hozir" (now), and "tez orada" (soon) clearly distinguish different parts of time. In some cases, the concept of time can be precise or ambiguous depending on the context. For example, the phrase "yaqin orada" (in the near future) does not indicate an exact moment but describes a general period. Metaphorical expressions, widely used in everyday speech, also play a role in conveying the concept of time. Phrases like "ko'z ochib yumguncha vaqt o'tdi" (time flew by in the blink of an eye) reflect not only the perception of time but also the emotional state associated with it [6].

Time Expressions in the English Language

English is one of the languages distinguished by its tense forms and methods of expressing time. English has a very clear and complex grammatical tense system, where time is expressed through past, present, and future forms. Various grammatical tense structures, such as the present continuous, past perfect, and future plan tenses, are used to precisely indicate time. For example, the present continuous tense, "I am studying," reflects an action that is ongoing in the present.

In English, verbs are formed with various suffixes to accurately describe time. The past tense is typically formed by adding "-ed" ("worked," "played"), while the present continuous tense adds the suffix "-ing" to the verb. English also uses a wide range of time expressions, such as "yesterday," "today," "tomorrow," and "next week," which are matched with the tense of the sentence to clearly convey meaning.

Moreover, prepositions like "in," "on," and "at" play a crucial role in marking time in English. Phrases such as "at 5 o'clock," "on Monday," and "in the morning" clearly specify time. These grammatical aspects allow English speakers to express time in a precise and understandable way. The abundance and complexity of English tenses are crucial for accurately conveying when an action occurred [4].

Conclusion

The harmony of time and language concepts is one of the important research topics in the fields of linguistics and cognitive sciences. Time is an integral part of human life, and language serves as the primary tool for expressing and understanding this concept. Although each language has its own unique methods of expressing time, all of them are based on the shared cognitive and cultural experiences of humanity. The way time is understood through language often depends on cultural, social, and historical factors, highlighting the interconnectedness of language and thought.

The role of language in expressing time is crucial in shaping human thought. The research of scholars like Noam Chomsky, George Lakoff has made significant contributions to understanding the relationship between language and time concepts. Their theories reveal that language is not only a means of communication but also plays a key role in shaping how people perceive and understand time.

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FRANSUZ TILIDA “ISTAK” KATEGORIYASINI LEKSIK-SEMANTIK GURUHLARGA AJRATISHNING O'ZIGA XOS KOGNITIV XUSUSIYATLARI*J. Yakubov¹**Annotatsiya:*

Ushbu maqola lingvistik iboralar ichida istak kategoriyasini o'rganib, istak va istaklarni bildiruvchi fe'llarning semantik ma'noda qanday muhim rol o'ynashini ta'kidlaydi. Har bir til turli hodisalarni tasvirlash uchun boy sinonimlar qatorini taqdim etishini e'tirof etgan holda, tadqiqot istakni ma'lum bir leksik to'plam bilan chegaralab qo'yishdan ko'ra, unga keng tushuncha sifatida yondashadi. Maqolada istak semantikasiga oid turli lingvistik qarashlar ko'rib chiqiladi, ularning tillar bo'yicha sintaktik va pragmatik ko'rinishlari o'rganiladi, fransuz va o'zbek tillariga alohida e'tibor beriladi. Qiyosiy tahlil orqali tadqiqot istakni ifodalash uchun foydalaniladigan lingvistik tuzilmalarni aniqlaydi va fransuz tilidagi modal fe'llarning semantik jadvalini va ularning o'zbek tiliga tarjimalarini taqdim etadi.

Kalit so'zlar: istak semantikasi, turli hodisalar, tillar, kategoriyalar bo'yicha namoyon bo'lish.

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Istak tushunchasi so'zlovchining kommunikativ niyati asosida hosil bo'ladigan darak, so'roq va buyruq gaplar bilan bir lingvistik kategoriyani – gapning ifoda maqsadi kategoriyasini hosil qiladi. Ushbu semantik kategoriyani ifodalashda esa, tabiiyki, gap mazmunida xohish-istakni ifodalovchi fe'llar muhim o'rin tutadi.

Mazkur maqolada istak kategoriyasini biz keng ma'noda tushnamiz, chunki biz har bir til u yoki boshqa hodisani tasvirlash uchun ancha-muncha sinonimlarning soniga ega deb hisoblaymiz va chet tilini pragmatik maqsadlarda o'rganish uchun istakni faqat “istak, xohish” nomi bilan va uning sinonimik fe'lli va otli konstruktsiyalari bilan tenglashtirish mantiqsiz bo'lishi mumkin edi.

Istakni ifodalovchi fe'llar, bir tomondan, his qilish, sezish fe'llariga yaqin bo'lsa, ikkinchi tomondan, ular xohishni anglatuvchi fe'llarga yaqindir: istak qandaydir ichki ruhiyat talablarini his qilish, tushunib yetish, shuningdek ularni qondirishga intilish bilan bog'langan.

Istak lingvistik kategoriyasi bilan tilshunos olimlar doimo qiziqib kelgan, ushbu til ob'ektiga bo'lgan munosabat va e'tibor hozir ham susaygani yo'q. Mazkur semantik kategoriya haqida turli qarashlar mavjud. Masalan, L.M. Vasil'ev (1981, 49) ushbu kategoriya to'g'risida quyidagicha yozadi: « Intilish istakni amalga oshirish jarayonidagi harakatdir. Istakni ifodalovchi fe'llar his-tuyg'uni vujudga keltiruvchi fe'llar bilan chambarchas bog'liq bo'lib, ular odamga yaqinlikni va unga bo'lgan mehr-muhabbatga moyillikni anglatib keladi».

«Istak eng avvalo so'zlovchining harakatiga yoki holatiga qaratilgan bo'lib, gapda u o'zining shaxsiy(xususiy) talab, orzu-umid va niyat ma'nolarini ifodalaydi»(Kordi 1990, 174).

E. Kordi istak ma'nosini fransuz tili materialida tahlil qilish jarayonida istak ma'nosining sodda, darak va to'ldiruvchi ergash gaplarda ifodalanishiga e'tibor bergan. U leksik-grammatik volyuntativ maydonni tashkil qiluvchi 18 ta modal fe'l va fe'l qurilmalarini taklif qilib, ular haqida umumiy nazariy tushuncha berib o'tgan. Ammo muallifning ishida

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istak ma'nosini sodda, qo'shma va ergash gapli qo'shma gaplar tarkibida ifodalanishining chuqur tahlil qilmaganligini kuzatamiz (Kordi 1988, 176-183).

Keyinchalik E. Kordi istak ma'nosini rus tili materialida istakni ifodalovchi sodda darak gaplar tarkibida ko'rib chiqqan. Muallif fikricha, rus tilida istakni anglatuvchi optativ gaplar quyidagi lisoniy birliklar bilan ifodalanadi: 1) istak maylida kelgan mustaqil sodda gaplar, 2) b_ы yuklamasi bilan kelgan infinitiv gaplar, 3) istak maylida kelgan sodda gaplarda b_ы yuklamasi bilan birga kelgan leksik birliklar, 4) b_ы yuklamasi bilan kelgan fe'lsiz gaplar (Kordi 1990, 174).

E. Kordi optativ gaplarning ichki xususiyatidan kelib chiqib, ularning quyidagi semantik tasnifini beradi: 1) xususiy istak, 2) buyruq ma'nosi bilan uyg'unlashgan istak, 3) o'tgan voqelikni ifodalovchi amalga oshmagan istak, 4) shart, maqsad, qiyos ma'nolari bilan birikib kelgan istak. Sodda gaplar tarkibiga optativ leksik maydonni tashkil qiluvchi *желать*, *хотеть*, *хотеться* modal fe'llarini kiritgan.

N.A. Kozintseva yuqoridagi fikrlarni rivojlantirib, istak ma'nosining istak maylida ifodalanishini arman tilida sodda darak va to'ldiruvchi ergash gaplar misolida tahlil qilgan. U sub'ekt amalga oshirishi mumkin bo'lgan ish-harakat to'g'risida o'z fikrini bildirib, istak munosabatini uch variantga ajratgan: 1) xususiy istak, 2) niyat, 3) urinish. (Kozintseva 1991, 87).

L. Chapayeva va M. Jo'rayevalar (Qarang: Chapayeva 2016, Jo'rayeva 2017) o'z tadqiqotida istakni keng ma'noda tushunadi. Ularning fikricha, har bir tilda ma'lum bir hodisani tasvirlash uchun juda ko'p sinonimlar mavjud deb hisoblaymiz. Chet tilini o'rganishning pragmatik maqsadlari uchun faqat istakni aniqlash mantiqiy xususiyatlari bilan chegaralanib qolmasdan, balki istak ot va uning sinonimlari, verbal va nominal konstruktsiyalari yordamida ifodalanishiga e'tiborni qaratish lozimligini ta'kidlaydi.

Tilshunos olimlarning istak ma'nosiga oid fikr-mulohazalaridan ma'lum bo'lishicha, ushbu semantik kategoriyaning o'rganishga ular kamroq e'tibor bergan, istak kategoriyasining sodda va qo'shma gaplarning hamma turlarida qo'llanishini tahlil qilishmagan.

Istak, mumkinlik, zaruriyat mustaqil semantik kategoriyalardir. Har bir tilda tilning kategoriyalarni ifodalovchi turli murakkab vositalari mavjud bo'lib, semantik kategoriyalarni ifodalovchi lisoniy birliklar esa bir-biri bilan chambarchas bog'langandir. Aynan shu holat bir semantik kategoriyaning tilda turli vositalar bilan ifodalanishiga zamin yaratadi. Binobarin, ushbu kategoriyalarni ifodalovchi til vositalari ham turlicha bo'lishi mumkin.

Semantik kategoriyalarni sodda gaplarda qo'llanishini o'rganish hamda ularning fransuz va o'zbek tillarida qanday yo'llar bilan ifodalanishini aniqlash maqsadida fransuz tilida modal fe'llar bilan kelgan 381 misol to'plandi va ularning o'zbek tiliga o'girilgan tarjima variantlari tahlil qilib chiqildi. Ularni quyidagi semantik jadvalda ko'rishimiz mumkin.

Modal fe'llar yordamida Istak, mumkinlik va zaruriyat kategoriyalarining sodda gaplarda ifodalanishi

№	<i>Emploi du sens modal dans les propositions simples</i>	TYPES DES MODALITÉS				
		<i>Volonté/установка/хоты ламоқ/</i>		<i>Possibilité /мумкинлик/</i>	<i>Nécessité /зарурият</i>	
		<i>vouloir</i>	<i>avoir envie de</i>	<i>pouvoir</i>	<i>devoir</i>	<i>falloir</i>
1.	<i>Proposition énonciative</i> <i>Дарак зан</i>	90 (64%)	22 (100%)	85 (67%)	46 (73%)	29 (100%)
2.	<i>Proposition interrogative</i> <i>Сўроқ зан</i>	45 (32%)	- (0%)	35 (27%)	14 (22%)	- (0%)
3.	<i>Proposition exclamative</i> <i>Ундов зан</i>	5 (4%)	- (0%)	7 (6%)	3 (5%)	- (0%)
		140 (36%)	22 (6%)	127 (33%)	63 (17%)	29 (8%)
	TOTAL	381				

Jadvaldan ko'rinadiki, istak, mumkinlik va zaruriyat kategoriyalari darak gaplarda ko'proq so'roq va undov (eksklamativ) gaplarda esa kamroq qo'llangan. Ushbu lingvistik-semantik tushunchalarning fransuz tilida sodda darak gapdagi grammatik strukturasi S Vm V inf shaklida bo'ladi. Bu sintaktik qurilma sodda darak gaplarda istak, mumkinlik va zaruriyat kategoriyalarini ifodalashda xizmat qiladigan sintaktik model hisoblanib, u yordamida sub'ektiv modallik amaldagi asosiy harakat sub'ekti bilan mos tushishi lingvistik va mantiq jihatdan aniqlab beriladi.

Bizning fikrimizcha, istak kategoriyasi oldindan biror ish-harakatni rejalashtiradigan va epistemik (gumon, taxmin) ma'nolarni ifodalamaydigan, odamning ichki kechinmalari va his-tuyg'ularini so'zlovchining tinglovchiga oldindan ma'lum bo'lgan amaldagi harakatni aks ettiruvchi istak ma'nosining bajarilish-bajarilmaslik xususiyatini maxsus lisoniy birliklar bilan ifodalovchi til ob'ektidir.

Biz yana shu faktni hisobga oldikki, istak kategoriyasini ifodalashning barcha vositalari eksplitsitlarga hamda implitsitlarga bo'linadilar. Eksplitsitlar deganda biz til birliklarining ikki xil tushinishga yo'l qo'ymaydigan (to'ppa-to'g'ri) ifodalangan ma'nosini tushunamiz. Implitsitlar yashirin ma'lumotni o'z ichiga oladilar, bu ma'lumot til birliklarining ma'nolari bilan ifodalana olmaydilar, balki mulohazaning konteksti va kichik matni bilan aniqlanadilar. Misol uchun, «Quelle chaleur!» («Naqadar issiq!») xitobi quyidagilarni ko'zda tutishi mumkin: derazani ochishga iltimosni; so'zlovchi nima uchun ustki kiyimini yechganini tushuntirishni; notanish kishi bilan aloqa o'rnatishga intilishni; salqin ichimlik ichish yaxshi bo'lishi mumkinligiga ishorani va h.k.

Tadqiqotning natijasida biz L. Chapayeva (2016) va M. Jo'rayevalarning (2017) fikriga qo'shilgan holda fransuz tilida istak kategoriyasi ifodalashning beshta leksik – semantik guruhga ajratdik. Istak kategoriyasini hosil qiluvchi lisoniy birliklar fransuz tilida 111 leksemalardan iborat ekanligi aniqlandi.

Birinchi guruhga biz, eng avvalo, stilistik jihatdan neytral bo'lgan vouloir (istamoq, xohlamoq, tilamoq, orzu qilmoq) modal fe'lini kiritamiz. Ye.E. Kordi uning uchta ma'nosini ajratib ko'rsatadi: niyat, maqsad, o'y, qasd, ahd, istak, tilak, orzu, xohish va urinish, urinib (sinab) ko'rish, harakat qilib ko'rish (Kordi 2004, 168). U ish-harakatning, holatning infinitivlari, fe'l-bog'lama bilan belgini bildiruvchi ot kategoriyasiga oid so'zlar bilan juftlikda qo'llaniladi, masalan: Je veux étudier (Men o'qishni xohlayman); Il veut être heureux (U baxtli bo'lishni xohlaydi). Bu konstruktsiyaning turlaridan biri ergash to'ldiruvchi bilan ifodalangan, kesimi Subjonctif da turgan to'ldiruvchi hisoblanadi, masalan: Elle veut qu'il revienne (U uning qaytib kelishini xohlaydi).

Vouloir fe'lini turli mayllarda, zamonlarda, shaxslarda va sonlarda, shaxssiz shaklda qo'llanilishi "istalganlik, tilanganlik, matlublik, ma'qullik, maqsadga muvofiqlik" kontseptiga qo'shimcha ma'nolar bag'ishlaydi. Misol uchun, Indicatif (darak mayli) o'tmishga, bugungi kunga yoki kelajakka tegishli bo'lgan istakni, xohishni bildiradi, masalan: Nous voulions partir (Biz jo'nab ketishni xohlagan edik), Vous voulez rester (Siz qolishni xohlayapsiz), Je voudrai rentrer (Men qaytib kelishni xohlayman); Conditionnel (shart mayli) – bo'lishi mumkin bo'lgan istaklar yoki ularning amalga oshirishining imkoni yo'qligidan afsuslanishni bildiradi, masalan: Je voudrais rester (Men qolishni xohlagandim); Subjonctif (istak mayli) istakni, xohishni, tilakni, orzuni va maylni, niyatni ifodalash uchun qo'llaniladi, masalan: Veuillez agréer mes félicitations les plus distinguées (Mening eng yaxshi tilaklarimni qabul qiling).

Leksik vositalarning ikkinchi guruhiga biz vouloir modal fe'lining sinonimlarini, optativ fe'lli-otli otlarni va tavsifiy predikatlarni hosil qiluvchi ularning sintaktik derivatlarni kiritamiz. Ayrim misollarni keltiramiz: désirer (tilamoq, istamoq, xohlamoq, orzu qilmoq), envier (tilamoq, istamoq, xohlamoq, orzu qilmoq, intilmoq, harakat qilmoq, tirishmoq, urinmoq), avoir envie de (istak, tilak, orzu, xohishga ega bo'lmoq), convoiter (astoydil (juda-juda) xohlamoq, ko'z olaytirmoq, hasad qilmoq, suqlanmoq), souhaiter (tilamoq, istamoq,

xohlamoq, orzu qilmoq, tilak bildirmoq), tenir à (qadrlamoq, e'zozlamoq, hurmat qilmoq, qadriga (qadr-qimmatiga) yetmoq, yuqori baholamoq, juda istamoq, xohlamoq, tilamoq, orzu qilmoq)(....)

Yuqorida sanab o'tilgan fe'llar ot bilan, fe'l bilan yoki ergash to'ldiruvchi bilan ifodalangan vositasiz yoki vositali to'ldiruvchiga ega bo'lishlari mumkin, masalan: Il demande un conseil (U maslahat so'rayapti); Il vous demande de rester (U sizning qolishingizni iltimos qilyapti); Il demande que vous soyez attentif (U sizdan e'tiborli bo'lishni talab qilyapti).

Aytish joizki, istakni ifodalashda shaxssiz oborotlar ham hosil bo'ladilar: il est désirable que + Subj. (istak, ma'qul, maqsadga muvofiq, kerak...); il est désirable de faire qch (nimadir qilish maqsadga muvofiq).

Uchinchi guruhni abstrakt otlar, yuqorida nomlari aytilgan fe'llarning derivatlari: désir, envie, jalousie, convoitise, entente, souhait, ambition, aspiration, espoir, prétention, rêve, exigence, nécessité, revendication, vœux, volupté, demande, sollicitation va boshqalar tashkil qiladilar. Asosiy ma'nolar istak, xohishning har xil turlarini ifodalovchi sinonimlar hisoblanadilar, masalan: intilish, kuchli orzu, niyat, ishtiyoq, zo'r istak, orzu, ishtiyoq, havas, kkchli his-tuyg'u, qizg'inlik, ehtiros, keraklik, zarurlik, zarurat, zaruriyat, hojat, ehtiyoj, umid, ishonch, talab, so'rov, talabnoma va b.

To'rtinchi guruhni gapda istak, xohishning agentlarini yoki uning ob'ektlarini bildiruvchi otlar, otlashgan sifatlar va sifatdoshlari ifodalaydilar: convoiteur (hasadchi (hasad qiluvchi) odam, g'ayir, ichi qora, baxil, ko'rolmaydigan, suq), amateur (xohlovchi, talabgor, ishqivoz, uch, havaskor, shinavanda), désiré (tilangan, istalgan, orzu qilingan, kutilgan, ko'ngildagi), avide (qattiq istovchi, orzumand, ishtiyoqmand, tashna, ochko'z, suq, mukkasidan ketgan, ishtiyoqmand, hirs qo'ygan), souffrant (qiynalayotgan, azoblanayotgan, azob-uqubat chekayotgan), favori (eng yaxshi ko'rilgan (hamma sevgan) odam, sevgili, arzanda), chouchou (erkatoy, arzanda), bien-aimé (sevikli, sevilgan, sevgan, muhabbat (mehr) qo'yilgan, ishq tushgan, sevgili yor, mahbub, oshiq, eng yaxshi (xush) ko'rilgan, eng yoqtirgan (yoqadigan)), élu (saylangan (saylab qo'yilgan) kishi, sevgili, mahbub) bienvenu (tilangan, istalgan, orzu qilingan, kutilgan, ko'ngildagi), galant (shilqim, xotinboz), volontaire (ko'ngilli, xohlovchi, istovchi, talabgor, otilib chiqqan, orzumand, o'z ixtiyori bilan otilib chiqqan kishi), rêveur (orzu-xayollarga berilgan odam, xayolparast) va b.

Beshinchi guruhga biz ravishlarni va adverbial iboralarni kiritamiz: volontiers (jon deb, bajonidil, mamnuniyat bilan), de bonne (mauvaise) volonté (jon deb, bajonidil, mamnuniyat bilan/istar-istamas, uncha xohlamasdan, xohlamay), sans volonté (istar-istamas, uncha xohlamasdan, xohlamay), à volonté (qancha bo'lsa ham, istalgancha, xohlagancha, keragicha), volontairement (ixtiyoriy ravishda, o'z ixtiyori bilan, ko'ngilli bo'lib, otilib chiqib), avec plaisir (jon deb, bajonidil, mamnuniyat bilan), avec joie (xursandlik bilan, shodiyona, quvonib, sevinib), joyusement (xursand bo'lib, sevinib, quvonib, shodiyona), avec passion (zavq bilan, zo'r ixlos bilan, jon-jahd bilan, astoydil, ehtiros bilan), contre son gré (istakka, xohishga qarshi, istakka, xohishga qaramasdan), au gré de qn (xohishi, ixtiyori bilan) va b. Ular gapda ravish holi qisoblanadilar va istalganlik, tilanganlik, matlublik, ma'qullik, maqsadga muvofiqlik fe'llari bilan ifodalangan ish-harakatni emas, balki har qanday fe'lli leksema bilan ifodalangan ish- harakatni ifodalaydilar: faire qch avec plaisir, volontiers, avec passion (biror narsani jon deb, bajonidil, mamnuniyat bilan, zavq bilan, zo'r ixlos bilan, jon-jahd bilan, astoydil, ehtiros bilan).

Fransuz tili leksik vositalarning keng ko'lamdagi nomenklaturasiga ega, ularning orasidan yadrodan FSMning periferiyasi tomon joylashgan beshta guruh ajratib olindi: 1) vouloir fe'li; 2) vouloir fe'lining sinonimlari; 3) istakni ifodalovchi abstrakt otlar; 4) istak, xohishni ifodalovchi otlar, otlashgan sifatlar va sifatdoshlari; 5) istak ma'nosini ifodalovchi sifatlar va ravishlar.

Misollar tahlili shuni ko'rsatdiki, fransuz tilida yuqoridagi lek-semantik guruhlarda istak kategoriyasi 111 ta lisoniy birliklar bilan ifodalanishi aniqlandi va ularni quyidagi semantik jadvalda ko'rsatish mumkin.



Ushbu taqsimot fransuz tilining struktur o'ziga xos xususiyatlarini aks ettiradi, fransuz tili gapda fe'ning ko'p bo'lishi bilan xarakterlanadi. Aynan fe'l gapning markaziy qismi hisoblanadi va gapda barpo qiluvchi vazifani bajaradi. Istak kategoriyasi ifodalashning leksik vositalarning keng ko'lamda qo'llanishi so'zlovchiga o'z istaklarini, xohishlarini barcha nozik jihatlarini aniq ifodalash, uning suhbatdoshiga esa ularni tushunish imkonini beradi. Tadqiqotning natijalarini fransuz tilining amaliy kursini, nazariy grammatikani, tarjima amaliyotini o'qitishda qo'llash nazarda tutiladi.

Shunday qilib, istak xohishning turli-tuman semantikasini aks ettiruvchi lisoniy birliklar taqdim qilingan. Ular funktsional-semantik maydon ko'rinishida tuzilgan, bu maydonda markazdan periferiya tomon taqsimlanadigan ifodalashning eksplitsit va implitsit vositalari leksika, grammatika, so'z yasash, intonatsiya, kontekst va b. hozir bo'ladilar (ishtirok etadilar). Yadro markerlar va belgilarning maksimal soni bilan taqdim qilingan, periferiyada esa asosiy ma'noni to'ldiruvchi markerlari to'plangan.

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BAHO KATEGORIYASI TADQIQI

*N.J.Sulaymanova*¹*Annotatsiya:*

Ushbu maqolada so'zlovchi baholash sub'ekti sifatida til birliklari orqali ob'ektga munosabatini ifodalaydi, baholash natijasida namoyon bo'ladigan bu munosabatlar til tizimining barcha darajalariga tegishli bo'lgan birliklar orqali namoyon bo'ladi. sub'ektni ob'ektga, narsa va hodisalarning baholash ob'ekti bo'lgan xususiyatlariga nisbatan mantiqiy kuzatish natijasida sifatlar faqat shaxsning bilish faoliyatida ishtirok etadigan ob'ektlarda faollashishi ta'kidlanadi. shaxs va ma'lum bir ijtimoiy ahamiyatga ega.

Kalit so'zlar: fikrlash, baholash kategoriyasi, kategorik belgilar, ob'ektiv voqelik, ontologik, baholash sub'ekti, antropotsentrizm, kommunikativ, baholash pragmatikligi, emotsionallik va reprezentativlik.

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Baho kategoriyasi tadqiqiga katta kuch sarflagan N.D.Arutyunova baholash predmetlarining obyektivlik xususiyatiga ahamiyat berib, ularni moddiy va nomoddiy turlarga ajratadi. Olima nomoddiy obyektlar qatoriga voqelik predmetlari o'rtasidagi munosabatlarni namoyon qiluvchi alohida unsurlardan tashqari, baholashga xos xususiyatlar, harakatlar, jarayonlar va hodisalar kiradi. Shuningdek, N.D.Arutyunova baholashning ikki turini, ya'ni jarayonlar bahosi va faktlar bahosini farqlaydi. Ularning birinchisi ichki va ikkinchisi tashqi tasnif bilan bog'liq [Арутюнова 1985, 13].

Ye.A.Chernyavskaya baholanayotgan obyektlarni inson, artefakt, tashqi olam ko'rinishlariga ega bo'lishini qayd etadi. Bunda inson bilan bog'liq va uni yaxlit aks ettiradigan obyektlar birinchi guruhga kiritilsa, inson faoliyati mahsuli hisoblangan obyektlar ikkinchi guruhga va insonga tobe bo'lmagan obyektlar uchinchi guruhga mansub hisoblanadi [Чернявская 2001, 25].

Unutmaslik lozimki, baholash ob'ekti bo'lgan narsa va hodisalarning xususiyatlari va sifatleri insonning bilish faoliyatiga jalb qilinadigan hamda ma'lum ijtimoiy qiymatga ega bo'lgan obyektlardagina faollashadi [Вендина 1998, 9]. So'zlovchi baho sub'ekti sifatida lisoniy birliklar vositasida ob'ekt haqidagi munosabatini ifodalaydi. Baho natijasida namoyon bo'luvchi ushbu munosabatlar sub'ektning ob'ektga nisbatan mantiqiy mushohadasi natijasi sifatida til tizimining barcha sathlariga tegishli birliklar vositasida voqelanadi. V.V.Lopatin baholashning funksional-grammatik vositalari faollashuvi olti yo'nalishda kechishini qayd etadi [Лопатин 1992, 71].

- 1)Haqqoniylik-sohtalik, ishonch-ishonchsizlikning namoyon bo'lishi;
- 2)Aniqlik-noaniqlik, nutq sub'ektiga biror narsaning ma'lumligi-noma'lumligi;
- 3)intensivlik yoki belgi namoyon bo'lishi darajasi;
- 4)sub'ektning manfaatdorligi, befarqligi; ahamiyatli yoki ahamiyatsiz tomonga urg'u berish;
- 5)emotsionallikni ifodalash [qayg'u, hayrat, norozilik, xafalik, kinoya, g'azab];
- 6)suhbatdoshlarning muloqot paytidagi mavqesi baholanishi bilan bog'liq jarayonlar [rasmilik, xushmuomilalik, erkinlik, yuzakilik, marhamatlilik, istak bildirish kabilar].

¹ N.J.Sulaymanova, SamDCHTI, Ingliz tili fakulteti DSc., dots.

Baholash faoliyatining amalga oshishida ma'lum ko'rinishdagi tafakkur harakatlari bajariladi: 1) baho obyektini tanlash; 2) baho alomatini tanlash; 3) baho predmetini namuna bilan taqqoslash; 4) baholanayotgan obyektga alomat ma'nosini berish; 5) baholash harakati ijrosi haqida qaror qabul qilish [Максимова 1998, 12].

Ko'rinadiki, baho hodisasining tabiatini ochib berish, tavsiflash va tahrirlashda subyekt va obyekt munosabatlari tasnifiga asoslanadi. Ushbu munosabatning murakkab tuzilishga egaligi va ko'pqirraligi barchaga ma'lum.

Ba'zi tadqiqotchilar baholashni funksional-semantik nazariya nuqtayi nazaridan o'rganishni ma'qullaydilar hamda maydon tarkibida umumiy va xususiy turlarni ajratadilar. Umumiy baho baholash funksional-semantik maydonining markazini egallab, xususiylari esa sarhadlardan joy oladi. Xususiy bahoning turlari ko'p bo'lib, ularning oralig'ida aniq bir chegara chizig'ini tortish mushkuldir. Bundan tashqari, bir maydon unsurlarining boshqasiga ko'chib o'tish holatlari ham kuzatiladi. T.I.Vendinaning semantik maydon tushunchasiga bergan izohi baho funksional maydoniga to'lig'icha mos keladi: "Semantik maydon – ma'no umumiyliigi asosida birlashgan va ifodalanadigan hodisalarning predmetli, tushunchaviy va vazifaviy muqobilliklarini namoyon etadigan lisoniy birliklar jamlanmasidir. Semantik maydonga kiruvchi so'zlar uchun umumiy semantik alomat xos bo'lib, aynan shu umumiylik asosida mazkur maydon shakllanadi. Semantik maydon murakkab strukturaga ega va uning tarkibida markaz (unga ko'p qo'llaniladigan birliklar kiradi) va sarhad (chekka nuqta) farqlanadi, ammo ular o'rtasidagi chegara aniq emas. Shu bois, bir maydon elementlari (ayniqsa chekka hududdagilari) boshqa maydonga kirishi mumkin" [Вендина 2001, 154].

Baholash faoliyatida baho subyekti va obyekt o'rtasidagi munosabatning qaysi jihatiga alohida e'tibor qaratilishiga binoan bahoning ratsional va emotsional ko'rinishlari shakllanadi. Ratsional va emotsional baho bir xilda inson ongi faoliyatining mahsuli bo'lsa-da, biroq ularning birinchisida olamning qiymatli manzarasi aks topsa, emotsional baho shaxsning ichki dunyosi, his-tuyg'ulari bilan bog'lanadi. Emotsiya ijobiy yoki salbiy his-tuyg'ularni tavsiflash orqali yuzaga keladi. Ratsionallik so'zlovchining kognitiv faoliyati natijasidir va subyektning atrof-muhit haqidagi mental bilimni aks ettiradi.

Baholash faoliyati markazida subyektivlik turishini ta'kidlovchi tadqiqotchilarning nazdida, baho so'zlovchi shaxsning subyektiv munosabatiga qarab belgilanadi. Obyektivlikni bahoning asosiy kategorial belgisi sifatida ta'riflaydigan olimlarning fikricha, emotsiya narsa-predmetlar holati haqidagi oshkora yoki g'oyibona mushohada natijasida yuzaga kelib, bevosita voqelikka bog'liq, u haqidagi tasavvur o'zgarsa, his-tuyg'uni ifodalovchi baho ham o'zgaradi. Til tizimida so'z yuritilayotgan baho turlarini farqlash uchun xizmat qiladigan vositalar mavjud.

Compare:

Shoirlar [Abdulla Avloniyga] "buyuk mozar" bo'lib ko'ringan yurt kimlargadir "bog'i jinon", ya'ni jannat gulshanidir. Bu yurt hamma uchun "alamzor" emas, uning farog'atini "hukamo" ko'radi. Uning "g'uncha"larini "hukam" "teradi". "Fuqaro" esa gulshan gullarining tikani bilan birga xor, oyoq ostida – "xoki mazlatda" bu "manzar" shoirlar "mashhar azobini" beradi. Shoir unga nazar tashlaganida "bag'ri kabob" bo'ladi [Tohir Malik. Yozuvchining baxti va baxtsizligi].

Baho darajasini oshirishning o'ziga xos lisoniy va nolisoniy usul va vositalari mavjud. Ratsionallik baholovchi fikr va shu baho xarakterini inobatga oladigan ifoda uslubini talab qiladi. Shunday vositalardan biri aksiologik predikatdir.

Compare:

"Bu yaxshi va yaxshi deb hisoblayman". Bahoning oqilonaligi fikr predmeti qo'shilishi hisobidan kuchayadi, emotsionallik darajasi ekspressiv sifatlar yordamida oshiriladi: "U chiroyli va aqlli kelin" U qanday chiroyli va aqlli kelin (emotsionallik darajasining o'sishi).

Nutqda baholash maqsadida qo'llanilgan vositalarning ekspressivlik xususiyatiga ega bo'lishi adresatga ta'sirni kuchaytiradi, albatta. Oqibatda, ekspressivlik bahoning xarakterli belgisini tashkil qiladi. Masalan, Uyat emasmi? –tanbeh bo'lsa, Siz ajoyib kishisiz! maqtoiv mazmuniga ega. Adresatga xos bo'lgan ijobiy sifatlar qayd etilgan vaziyatda ijobiy bahodan tashqari xushomadgo'ylik, laganbardorlik ma'nolari ham sezilib turadi. Qiyoslang:

Carol: a mixture, I expect. Well, Mr. Beavers, you mustn't. You were very nice about the charade – and very good in it too. You must come and play charades again (Priestley. Dangerous Corner).

-Bu qanday chopon? – deb so'radi bek.

-Muborak bo'lsin, dedim-ku.

-Nima muborak bo'lsin?

-Sizga iffatlik va sevimlik rafiq bilan qutidordek qayin ota, Hasanaliga kelin muborak bo'lsin (Abdulla Qodiriy. O'tkan kunlar).

Aytish joizki, ijobiy baholash harakati jarayonida obyektning xislatlarini ma'qullash ma'nosi aniqlashadi. Ushbu holatda so'zlovchining propozitsiya muhimligiga ishonchi sezilib turadi. Salbiy baho yuzaga kelishida esa ma'qullamaslik, norozilik, xatolikka ishora namoyon bo'ladi. Emotsional baho ifodalanayotgan propozitsiya haqqoniyligiga subyekt ishonchining tagma'noli ifodasidir.

Baholash hodisasini inson faoliyatining turli sohalari bilan bog'liq holda izohlash uchun uning sababiga ham e'tibor qaratish lozim bo'ladi. Baholash obyekt va sababi o'rtasida to'g'ridan-to'g'ri aloqa mavjud emasligini ta'kidlagan N.D.Arutyunova ularning inson ongida doimiy empirik o'zaro munosabatda bo'lishini qayd etadi [Арутюнова 1988, 56]. Baholash harakatining bu yo'sindagi talqini kognitiv yondashuvga xosdir. Zotan, ongda ma'lum bir obyekt haqidagi tasavvurlar yig'indisidan iborat kognitiv tuzilmalar shakllanadi va ular vositasida baholanish sabablari namoyon bo'ladi.

Baholash obyektining o'ziga xosligi, uning nafaqat real voqelikdagi predmetini ifodalashi, balki vaziyat, xatti-harakatlar, holatlarni ham bildiradi olishidir. Baholanishi mumkin bo'lgan har bir obyekt turli tarkibli xususiyatlar to'plamiga ega. Muloqot konteksti va baholashning uslubiga nisbatan obyekt bir holatda ijobiy baho olsa, boshqasida esa salbiy xususiyatga urg'u berilishi mumkin. Subyekt va obyekt orasida ma'lum munosabatlarning yuzaga kelishi bahoning tabiatini shakllantirishda ishtirok etadi [Вольф 1985, 9]. Bularning barchasi baho kategoriyasining lingvokulturologiya va yangidan shakllanayotgan lingvistik aksiologiya sohalari tadqiq obyekt sifatida qarashga undaydi.

Hozirgi paytda navqironlik davrini o'tayotgan aksiologik tilshunoslik, bir tomondan antropotsentrizm bilan bevosita aloqada bo'lsa ikkinchi tomondan, lingvomadaniy paradigmaning shakllanishi bilan bog'liq. Aksiologik tilshunoslik sohasi rivojida insonning tabiiy va ijtimoiy voqelik hamda o'zining tafakkur faoliyatiga nisbatan munosabatini aks ettiruvchi qadriyat kategoriyasi yetakchi vazifani o'tagani ma'lum. Ushbu sohada til qadriyatlar haqidagi axborot manbasi sifatida qaraladi hamda shu yo'sinda qadriyat va baho asosiy tadqiq predmetiga aylanadi. Bunda olam milliy manzarasidan o'rin olgan madaniy hodisalar ifodalanishida uzatilayotgan axborotning baho bilan bog'liq qismi yetakchi o'ringa chiqadi [Радбиль 2017].

L.N.Bayramova qayd etganidek, aksiologik paradigm doirasida bah ova qadriyat kategoriyalari lisoniy konseptuallashuvining umumiy va idioetnik jihatlari aniqlanadi [Л.Н.Байрамова 2009, 108].

Xuddi shu jihatlarni namoyon qiluvchi holatlarni belgilash bizning tadqiqotimizning asosiy vazifalaridan biridir. Zero, voqelikning idroki murakkab, ko'p bosqichli jarayon sifatida bir xilda kechmaydi. Bu jarayonda konseptuallashuvning universal va milliy madaniy xususiyatlari o'zaro uyg'unlashadi.

Boz ustiga, idrok harakatlari inson tomonidan bajarilishini unutmazlik lozim. Voqelikni baholayotgan shaxs jamoaga, milliy madaniyatga xos qadriyatlardan tashqari,

o'zining shaxsiy qadriyatlar tizimiga ham tayanadi. Lekin har ikkala holatda ham bahoning lisoniy ko'rinish olishi muhitida olam manzarasining aksiologik qatlami zohirlanadi.

Demak, lingvoaksiologik yo'nalishdagi tadqiqotda qadriyat-tushuncha-til birligi bog'lami tahlili muhim ahamiyat kasb etadi. Baholash harakati, uning turli vaziyatlarda namoyon bo'lishi va pragmatikmaqomini o'rganishda biz albattatil tizimiga, uning birliklarini faollashtiruvchi omillarga murojaat qilamiz.

Asosida voqelikning lisoniy konseptuallashuvi bilan bog'liq tadqiqotlarda olam manzarasining baholi tasvirini hosil qiladigan omillarga alohida e'tibor qaratiladi. V.I.Karasik, olam lisoniy manzarasi doirasida o'ziga xos baho qatlami mavjudligini tavsiflayotib, ushbu qatlam umuminsoniy va milliy madaniyatga xos qismlardan iboratligini qayd etadi [B.И.Карасик 2004]. Oxirgi qism obyektning turlicha nomlanishidan boshlanib, ularning turlicha tasnifiy belgilaridan tashkil topadi. Eng muhimi olamning baholi manzarasida ma'lum madaniyat uchun ahamiyatli bo'lgan ma'no-mazmun va qadriyatlar yetakchilik qiladi. Mazkur yetakchi belgilar til tizimi zahirasida to'planadi va saqlanadi.

Lingvoaksiologiya yondashuvi ko'lamida olib boriladigan tadqiqotda quyidagi muammolar muhokamasi dolzarb hisoblanadi:

1) Baho kategoriyasini tilshunoslik, falsafa, etika, mantiq, estetika fanlariga xos tahlil tamoyillari integrallashuvida o'rganish;

2) Baholi ma'no-mazmun va ularni voqelantiruvchi vositalar majmuasini tasvirlovchi baho hodisasini umumiy nazariyasini talqin qilish;

3) Voqelikni baholash bilan bog'liq holatlarning idioetnik ko'rsatkichlarini aniqlash;

4) Baho kategoriyasining turli diskurslarda ifodalanishi bilan bog'liq masalalarni muhokama qilish;

5) Shaxslararo muloqot vaziyatlarida turli pragmatik mo'ljalga ega bo'lgan nutqiy aktlar ijobiy yoki salbiy baho ifodalanishini ta'minlovchi omillarni diskursiv- pragmatic nuqtayi-nazardan tavsiflash.

Shunday qilib, lingvoaksiologiya yo'nalishida bajariladigan tadqiqotlarning metodologik asosini antropotsentrizm tashkil qilishiga ishonish kerak. Mashhur faylasuf-tilshunos V.Fon Gumboldtning izdoshlari tilshunoslikning "tilde aksetuvchiinson" haqidagi fan sifatida ta'riflamodalar (Пименова 2011, 10).

Tilning antropotsentrik tabiatini tavsiflagan N.D.Arutyunovanning ta'biricha, inson tilda o'z qiyofasini, ichki tuyg'ulari, his-hayajoni, aqliy qobiliyati, moddiy va nomoddiy olamga munosabati, shuningdek, jamoaga boshqa shaxsga nisbatan munosabatini namoyon qiladi [Н.Д.Арутюнова 1999, 3].

Shu asnoda, mazkur tadqiqotning metodologik tayanch nuqtasi sifatida antropotsentrizm yo'nalishiga xos g'oya va tamoyillarni tanlayotib, ushbu yo'nalishning asosiy masalalari yoritilgan N.D.Arutyunova, E.S.Kubryakova, V.A.Maslova, S.V.Grinyov-Grinevich, N.F.Aliferenko kabi rus olimlari hamda D.U.Ashurova, Sh.S.Safarov, F.Xudoyberganova, N.M.Djusupov, M.R.Galiyeva, N.Z.Normurodova kabi o'zbek tilshunoslarining asarlarida bildirilgan fikr- mulohazalarga tayanishga harakat qilamiz.

Tanlangan ilmiy paradigma, metodologik asos o'rganilayotgan obyektibilishusuli, ya'ni tadqiq metodini belgilaydi. Tilshunoslikning ilmiy izlanishlar zamonaviy usullarini yoritish maqsadini ko'zlagan I.V.Arnold aytganidek, "metod – bu o'rganilayotgan materialga bo'lgan yondashuv, uning tizimlashtirilishi va nazariy baholanishidir" [И.В.Арнольд 1991, 9]. Maxsus adabiyotlarda tilni o'rganishning tavsifiy, qiyosiy-tarixiy, chog'ishtirma, struktur, stilistik, miqdoriy, component tahlili kabi usullari sanab o'tiladi. Bizningcha, qayd etilgan metodlardan har bir muayyan kuchli va zaif tomonlariga ega. Bundan tashqari, alohida olingan bir metod tatbiqida o'rganilayotgan obyektning turfa hislatlari haqidagi dalillarni qamrab olishga o'zgarish qilishi mumkin. Shu sababli turli xil metodlardan o'z o'rnida foydalanish ma'qul ko'rinadi. Biz ham baho hodisasining lisoniy voqelaniishi bilan bog'liq

muammolar tahlili jarayonida chog'ishtirma va konseptual tavsif metodlar integratsiyasini maqsadga muvofiq deb topdik.

Aytish joizki, metodlarning bu yo'sindagi integratsiyasi chog'ishtirma tilshunoslik sohasi boshqacha mundarijaga ega bo'lishiga turtki beradi. Konseptual va tavsifiy metodlarning uyg'unlashuvi oqibatida an'anaviy tilsunoslikka xos bo'lgan "shakldan – mazmunga" ko'rinishidagi qiyosiy-tipologik amallar o'rnini "mazmundan-shaklga" yo'nalishda kechadigan chog'ishtirish amaliyoti egallaydi. Bunday yondashuvda odatda lisoniy tafakkur faoliyatining lingvomadaniy qatlamini tashkil qiluvchi vositalarning chog'ishtirma tavsifi yetakchilik qiladi.

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ПРИРОДА ИМИДЖА В КОНТЕКСТЕ ФИЛОСОФСКОГО УЧЕНИЯ ВОСТОЧНЫХ МЫСЛИТЕЛЕЙ

Нарзикулова Ф.Б. ¹

Аннотация:

В статье даны определения понятия имиджа, природы имиджа, с точки зрения научного анализа, которые чаще всего встречаются в научной литературе. В статье рассматривается природа имиджа – как элемент культуры в философии древних мыслителей, таких как Ибн Сина, Аль Фараби, Конфуция, их взгляды, идеи, воззрения.

Ключевые слова: Имидж, образ, символы, историко-теоретический анализ, Восточные мыслители, Конфуций, Ибн Сина, Аль Фараби, трактаты, учения, взгляды, нравственность, мораль, воспитание, культура.

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Существует предположение, что термин «имидж» происходит из английского языка. Он передает как минимум, пять значений – образ, статуя - идол, метафора, икона, сходство. Но, учитывая факт существования этого термина еще в древние времена, невозможно с уверенностью утверждать, что «имидж» является производным от французского или английского языков, скорее всего, является заимствованным, как показывает трансформация его содержания годами и почти одновременно позднее появление в обоих этих языках. При определении понятия имиджа, природы имиджа, с точки зрения научного анализа, которые чаще всего встречаются в научной литературе, следующее: психологический словарь связывает понятие «имидж» и «образ»:

«Имидж - (англ. Image - образ) - сложившийся в массовом представлении и имеющий характер стереотипа, эмоционально окрашенный образ кого-либо или чего-либо ... Формирование имиджа происходит стихийно, но чаще оно является результатом работы специалистов в области политической психологии, политической рекламы; имидж отражает социальные ожидания определенной группы, поэтому его наличие в некоторых случаях обеспечивает субъекту успех в политической или деловой жизни» [4]

В свою очередь, нужно отметить, что природу имиджа, понятие имиджа и его формирование в символах и образах групповых норм, были заложены еще в античные времена (Аристотель, Сенека, Сократ, Платон и др.), во времена Средневекового Востока (Аль Фараби, Ибн Сино, Аль Бируний, Алишера Навои, Джалаладдина Руми, Махмуда Замахшари и др.).

Они представлены в контексте вопросов: взаимодействия души и тела, во взаимодействии личности и общества, общения и нравственного самосовершенствования, красоты и гармонии. [4]

Древнекитайский мыслитель Конфуций говорил, что «человек измеряется не с ног до головы, а от головы до неба». Это следует учитывать в процессе создания привлекательного образа. По мнению философа «В древности люди учились для того, чтобы совершенствовать себя. Ныне учатся для того, чтобы удивить других». Образ

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«Благородного мужа» занимает одно из центральных мест в учении Конфуция, ему отведена роль идеального человека, примера для подражания, который, независимо от своего происхождения, культивирует моральные ценности, знает свои обязанности и действует на благо общества, которому служит. Для того, чтобы достичь идеала «Благородного мужа», необходима целостная система образования и воспитания. Учитель сказал: «Каждый может стать благородным мужем, нужно только решиться им стать». Благородный муж, по словам Конфуция, непременно учтив, милосерден, и внушает уважение, но главное – обладает несокрушимой силой воли и стойкостью духа. Логично допустить, что каждый человек способен стать благородным мужем. Но как тогда быть с неизменным социальным расслоением? Дело в том, что природа человека в китайской традиции включает в себя как бы два уровня: врожденные качества и способность к самосовершенствованию. Человеку мало обладать некоторыми качествами, надо еще уметь их применить, сконцентрировав волю и регулируя свое поведение. [2]

Так например во времена Средневекового востока Ибн Сина, подчеркивал в своих трудах, что нужно быть ясным умственно, чистым нравственно и опрятным физически. Как показывает историко-теоретический анализ психологических воззрений Ибн Сины, образ гармонично развитой личности, где мыслитель разрабатывает средства и методы улучшения нравов, преодоления низменных моральных качеств, укрепления добронравия, исходя из гуманистической и рационалистической сущности своей философской доктрины, прослеживается во всех его учениях. [3;4]

Так в учении философа, «свобода воли и моральный выбор» - рассматривается, как одна из важнейших проблем, играющая большую роль в нравственном воспитании человека, а именно проблема морального выбора и нравственной свободы, в которой отражается специфический и наиболее сложный аспект человеческой деятельности. В учении Ибн Сины мораль тесно связана со свободой выбора человека, что предопределяет субъективные предпосылки реализации основной цели нравственного воспитания. Эту свою теорию Ибн Сина главным образом сводит к умению наставников вести диалог на эту тему, разъяснять своим ученикам, какое значение имеет свобода выбора для совершенствования и развития человека.

Неоспорим и тот факт, что на протяжении существования общества фактор имиджа производил значительное влияние на ход политических процессов. Именно этим обусловлен тот факт, что к проблеме образа идеального правителя, государства, так или иначе, обращалось значительное количество мыслителей. В трудах Аристотеля, Сенеки, Аль - Фараби, Н. Макиавелли, Т. Гоббса, Гегеля, Ж.-Ж. Руссо и др. содержатся рассуждения о соотношении личности и власти, природу человека в политике, о том, каким должен быть гражданин, правитель, как должна выглядеть власть в глазах общества.

На сегодняшний день очень многие политики, историки, философы, государственные деятели обращаются к трактатам Аль - Фараби, потому что его идеи и взгляды дают правильное направление в развитии человека, общества, государства. Труды Аль - Фараби дают возможность переосмысления жизни, принять правильное решение в выборе того или иного поступка. Многие государства стараются достичь того уровня «добродетельного» города, которые описываются в работах этого философа.

Одним из главных вопросов, рассмотренных в трактатах Аль-Фараби стал вопрос о видах государств. В своих работах, особенно в «Трактате о взглядах жителей добродетельного города» он называл государство – городом. Слово «город» понимается не в том значении, какое мы используем сейчас, а в ином значении, то есть город – это отдельное целое общество или государство. Так, что же понимается под понятием «государство» в философии Аль-Фараби? Какие виды государства выделял

философ? Какое для него казалось идеальным, а какое неправильным? И как он их называл и по каким критериям разделял? «Государство есть достояние народа – говорит ученый, – связанного между собой в вопросах права и общностью интересов. Причиной для такого соединения людей является не столько их слабость, сколько, так сказать, врожденная потребность жить вместе» [1]

Идея общественной природы человека составляет основополагающую предпосылку и в философии Ибн Сины. Он был убежден в том, что человек может обрести счастье и благополучие только в обществе, и поэтому считал общее благо более предпочтительным в сравнении с личным. Идея Ибн Сино, так же как и аль-Фараби, о представлении добродетельном городе и истинном правителе, являются извечной мечтой народов Ближнего и Среднего Востока о «справедливом государстве» и «справедливом правителе».

В связи с этим задачи дальнейших исследований заключается в том, чтобы с получением достаточного материала решить эти проблемы и открыть другие тенденции в интерпретации философии мыслителей Востока, сделав их доступными для всех интересующихся их творчеством.

Если за сущностное понимание имиджа выбрать образ, то можно проследить многозначность его трактовки относительно каждого философского течения и в зависимости от промежутка времени. Начиная от гносеологии, где образом традиционно считали отображения мира, или отражение этого мира в сознании человека, образ воспринимали как пассивную форму такого отражения. Это объяснялось тем, что в процессе восприятия он служил вспомогательным средством, благодаря которому формировалась воображение, по своей природе аналогично реальной картине, без изменений и новых оттенков. Уже с конца XIX в. происходит определенная трансформация, благодаря которой образ становится знаком, точнее символом, который выполняет свою функцию не автоматически, а требует объяснения и толкования.

Таким образом, из выше сказанного нами, можно предположить, что еще в древние времена имидж не только сформировался как социальный феномен, но и оказывался в двух формах: реальной – настоящий и фиктивной – искусственной. Он представлял собой определенный элемент культуры, ведь основывался на моральных качествах личности, был неотъемлемой частью национальных обрядов, отражал базовые общественные представления о том, как человек должен взаимодействовать с людьми, которые ее окружают. Уже тогда имидж был мощной силой, которая формировала поведение индивида в различных ситуациях.

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ОСОБЕННОСТИ ЛИНГВИСТИЧЕСКОГО ВЫРАЖЕНИЯ СТРУКТУРЫ ЗНАНИЯ "PERFORMING ARTS" В ХУДОЖЕСТВЕННОМ ТЕКСТЕ

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Аннотация:

Структура знания является одной из самых масштабных концептуальных единиц языка. В данной статье автор обращается к анализу особенностей реализации структуры знания "Performing Arts" в пространстве художественного текста. Особое внимание уделяется анализу форм вербализации символов и атрибутов зрелищных видов искусств.

Ключевые слова: когнитивная лингвистика, концептуальные единицы, структура знания, искусство, символ, атрибут.

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По мнению исследователей, когнитивный подход к изучению структуры языка и речевых форм выражения является одним из наиболее продуктивных и перспективных направлений в современной лингвистической науке [Абдуазизов 2007: 5-6; Арутюнова 1999: 15; Evans, Green 2006: 18; Langacker 2002: 25]. Исследования, осуществляемые в русле когнитивной лингвистики, направлены, прежде всего, на изучение языка как формы и способа познавательной деятельности человека, как средства получения, хранения, обработки и передачи информации сознанием человека, ведь в языке находит свое отражение наша способность воспринимать, осмысливать окружающую действительность и самих себя. Сознание и мышление человека находит свое отражение в виде концептуальных единиц, имеющих в т.ч. языковое выражение, которое, в свою очередь, является объектом лингвокогнитивных исследований.

Особое положение среди когнитивных единиц занимают структуры знания (knowledge structures). Сам термин был предложен британским психологом Ф.Ч.Бартлеттом [Bartlett 1932], который, исследуя механизмы памяти, обнаружил, что новая информация не запоминается в буквальном смысле, а встраивается в устоявшуюся в сознании схему восприятия, обусловленную личностными и культурологическими особенностями [Макарова 2017: 115-116]. Позже М.Мински [Minsky 1975], работая над проблемами искусственного интеллекта, переосмыслил идеи Ф.Бартлетта, и предложил фреймовый конструкт (frame construct) как способ представления знаний для машин – фреймовые знания взаимодействуют с новой поступающей информацией и интегрируют ее в соответствующие слоты (slots) в виде значений (values), и если из окружающего мира не поступает конкретных значений, то слоты заполняются информацией по умолчанию [Learning Theory].

В настоящее время феномен "структура знания" является одним из ключевых в когнитивной лингвистике [Ashurova, Galieva 2018: 43], хотя и фигурирует в различных исследованиях в виде разнообразных терминов, в т.ч. "depositories of knowledge", "encyclopedic knowledge", "formats of knowledge", а также "идеальные когнитивные модели" ("idealized cognitive models", ICM) и т.п. Несмотря на некоторые расхождения в толкованиях в различных источниках, структуры знания могут быть определены как

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крупные блоки информации, содержащие систему соотнесенных между собой концептов. Ключевыми характеристиками данной когнитивной единицы являются структурированность и взаимосвязь составляющих между собой. Учитывая тот факт, что структуры знания включают в себя такие единицы, как концепты, фреймы, схемы, скрипты, сценарии и проч., полагаем, что сами структуры знания следует рассматривать как когнитивные единицы высшего порядка.

Далее мы рассмотрим формы реализации конкретной структуры знания в художественном тексте. Так, в тексте повести Дж.Д. Сэлинджера "Zooey", относящейся к т.н. «циклу о Глассах», многопланово представлена структура знания "Performing Arts / Зрелищные виды искусств", которая включает ряд подструктур (sub-structures of knowledge), среди которых особое место занимают материальные символы и атрибуты театра, кино и телевидения, в т.ч. и технические средства и оборудование.

Вербализация структуры знания обеспечивается, в первую очередь, путем употребления лексических единиц – слов и выражений, обозначающих составляющие элементы и материальные атрибуты зрелищных видов искусств. Символично, что первым упоминается классический театральный атрибут – маска Арлекина, ср.:

I submit that Zooey's face was close to being a wholly beautiful face. [...] But what was undiminishable [...] was an authentic esprit superimposed over his entire face – especially at the eyes, where it was often as arresting as a Harlequin mask, and on occasion, much more confounding [Salinger 1982: 206].

Амплуа Арлекина изначально относилось к итальянскому площадному театру dell'arte, однако со временем превратилось в универсальное и, как следствие, может быть отнесено к структуре знаний "театр" в целом. Вместе с тем, выражение "маска Арлекина" имеет дополнительное имплицитное содержание – маска, являющаяся атрибутом образа Арлекина, обычно черная, с длинным носом. Можно предположить, что подобным образом автор сообщает дополнительные детали портрета персонажа – Зуи.

Зародившееся и сформировавшееся в Старом свете театральное искусство унаследовало немало терминов из языков тех стран, где оно получило наибольшее развитие. Как следствие, английская театральная лексика содержит термины и выражения, заимствованные из древнегреческого, итальянского и французского языков. Так, например, термин "премьера" заимствован из французского языка и воспроизводится в оригинальной орфографии, ср.:

Or will you dream of something a little more cosmic - [...] a Technicolor production, with stunning battlefield scenes [...] and a World Première at the Winter Garden [Salinger 1982: 212].

Это же относится и к термину *début*, который используется для обозначения первого выхода на сцену или иного проявления артистических способностей, ср.:

As it happened, Zooey had made a formal and serious *début* as a public performer at the age of seven [Salinger 1982: 206].

Упомянутый выше термин *production* полисемантичен, и не только в пространстве языка, но и в пределах структуры знания "Performing Arts", где оно служит для обозначения постановок самых различных видов – театральных, кинематографических, телевизионных. В тексте повести оно употребляется неоднократно, ср.:

Have you ever seen a really beautiful production of, say, *The Cherry Orchard*? Don't say you have. Nobody has. You may have seen "inspired" productions, "competent" productions, but never anything beautiful [Salinger 1982: 212].

Вербализация структуры знаний вряд ли возможна без употребления ключевых лексических единиц, номинирующих концепт. Как следствие, в тексте часто встречаются единицы, входящие в ядро концепта – театр, кино, телевидение. Ср.:

And I've had the hellish experience of sitting next to you at the theatre. I can so clearly see you demanding something from the performing art that just isn't residual there [Salinger 1982: 212].

В данном отрывке представлен как родовой термин the performing arts, так и видовой the theatre.

Судя по объему тематической лексики в анализируемом тексте, можно сделать вывод о том, что среди прочих видов зрелищных искусств, именно театр, кино и телевидение определяются автором как ключевые. На это указывает тот факт, что в тексте вербализованы самые различные аспекты театральных постановок, кинопроизводства и телевидения, ср.:

If you do anything at all beautiful on a stage, anything nameless or jay-making ... [Salinger 1982: 217];

He took me home to dinner once and stopped me in the driveway to ask me if I remember 'the late Carole Lombard, in the movies' [Salinger 1982: 264];

... the first script he did for LeSage was pretty good. It was almost good, in fact. It was the first one we did on film ... [Salinger 1982: 264];

... at least you didn't feel like slinking home from studio after rehearsals [Salinger 1982: 246];

You should see Hess and LeSage when they're talking about a new show [Salinger 1982: 246-247].

Таким образом, можно наблюдать, что приведенные выше фрагменты текста содержат лексические единицы, вербализующие символы и атрибуты театрального и кинематографического искусства, а также телевидения. На основе проведенного исследования мы приходим к выводу о том, что данные единицы следует рассматривать как составную часть масштабной концептуальной единицы - структуры знания "Performing Arts" / «Зрелищные виды искусств».

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НУТҚИЙ ТУЗИЛМАЛАР СЕМАНТИКАСИДА КОННОТАЦИЯ ҲОДИСАСИ

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Аннотация:

Мулоқот жараёнида сўзловчи шахс воқеликдаги нарсалар ҳақидаги оддий ахборотни етказиш билан чегараланиб қолмасдан, балки ушбу ҳодисага нисбатан ўз муносабатини билдириши ҳамда шу йўсинда тингловчининг онги, ҳиссиётларига таъсир ўтказишга ҳаракат қилади. Сўзловчининг коммуникатив мақсади билан боғлиқ бўлган интенция коннотацияси тингловчини маълум бир ҳаракатга ундаш маъноси доирасида юзага келади.

Калит сўзлар: нутқий тузилма, семантик структура, таг маъно, коннотация, интенция, мулоқот вазияти, пресуппозиция, импликация, прагматика.

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Нутқий тузилмалар семантикаси номинатив ва коннотатив маънолар ўзига хос жамламасидан ташкил топади. Тузилмалар коннотатив ва номинатив маъно бўлаклари ўртасидаги муносабатни ўрганиш прагматиканинг асосий вазифаларидан биридир.

Тадқиқотчилар хабарни етказиш учун зарур бўлган асосий лисоний бирлик сифатида гапни ажратишга одатланишган. Гап яхлит мазмунга эга бўлган бирламчи нутқий ҳодиса ҳисобланади. М.Я. Блохнинг талқинича, гап нутқий фаолият жараёнида, ўз маъносини вазият билан боғлиқ ахборот мундарижасига мослаштирган ҳолда, номинатив ва предикатив хусусиятлар яхлитлашувини намоён қилади (Блох 1986:98-99). Номинатив жиҳат намоён бўлишида воқеа-ҳодисанинг номланиши кўринишидаги маълум бир вазият ифода топади. Предикатив хусусият воқеланишида эса пропозиция ёки воқеа номи воқелик билан боғланади. Бунда сўзловчи воқеани ҳақиқийлиги ёки ҳаёлийлигини, қайси пайтда ва қандай шароитда кечаётганини белгилайди ва натижада хабар турли модал бўёқларини олади (Ўша ерда, 123 б).

Ҳар бир нутқий ҳаракат объектив ва субъектив хусусиятларнинг ўзаро мураккаб муносабати нутқий тузилманинг кўп жиҳатли бўлишини таъминлайди. Ушбу муносабатлар доирасида асосий номинатив ва предикатив маъно бўлаклари билан бир қаторда, кўплаб ўзига хос қўшимча маъно бўлаклари ҳам ифода топади. Мазкур қўшимча маъноларнинг юзага чиқиши мулоқот контексти, маълум муҳит билан боғлиқдир. Бунда сўзловчи ва тингловчи ижтимоий мақоми шахсий хусусиятлари ҳам ўзига яраша ўринни эгаллайди. Эслатилган қўшимча маъноларнинг кўпчилиги тагмаъноли кўринишга эга бўлиб, контекст воситасида англашиналиди. Ўзбек тилшуносларининг қайдича, “ифоданинг яширин баёни, жумланинг тагмаъноси коммуникация иштирокчиларининг фикрлаш фаолияти билан ва уларнинг олам ҳақидаги тасаввурлари билан узвий боғланади. Сўзловчининг ташқи олам ҳақидаги тасаввури қанча кенг бўлса, у нутқий вазият даражасини шу қадар тез фаҳмлайди. Шунинг учун ҳам ифода семантик структурасидаги ахборот кўринишларини ошкора ёки яширин баён қилиш, ошкора ифодалаб бўлмайдиган ахборот кўринишини

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тагмаъно шаклида бериш сўзловчининг ички мақсади билан боғлиқдир” (Ҳакимов, Газиёва 2020: 73).

Лисоний бирликнинг қўшимча, баъзан бўёқдор маъноси тилшуносликда кўпинча “коннотация” тушунчаси билан боғланади. Коннотация термини латин тилидаги *connotare* – “қўшимча ифодалаш” сўзидан олинган бўлиб, тилшунослик уни мантиқ фанидан ўзлаштирган. Ушбу термин дастлабки пайтларда луғат бирликларига нисбатан қўлланилган эди. Махсус луғатларда берилаётган изоҳларда коннотациянинг семантик-стилистик мақоми билан биргаликда, унинг тил бирликлари эмоционал-экспрессив хусусиятларига ишора қилиши таъкидланади.

Жумладан, Д.Кристалнинг луғатида қуйидаги изоҳни ўқиймиз: “A term used on semantics as a part of a classification of types of meaning; opposed to denotation. Its main application is with reference to the emotional associations (personal or communal) which are suggested by, or are part of the meaning of a linguistic unit, especially a lexical item...” (Crystal 2008:102).

А.Ҳожиёв томонидан тузилган “Тилшунослик терминларининг изоҳли луғатида ҳам коннотация тушунчаси денотация тушунчасига қарама-қарши қўйилади: “Тил бирлигининг коннотатив маъноси (экспрессив, услубий муносабат каби қўшимча маъно ёки маъноларнинг) ифодаси” қабилада изоҳланади (Ҳожиёв 2002:51-52).

И.В.Арнольднинг “Стилистика современного английского языка” номли китобида “коннотация” тушунчаси мундарижасида тўртта қисм ажратилади. Булар қуйидагилардан иборат: экспрессивлик, эмоционаллик, баҳо ва функционал-услубий бўёқдорлик (Арнольд 1990:7).

Матншунослик ва услубшунослик соҳаларида олиб борилган тадқиқотлар натижалари коннотация ҳодисаси моҳияти ва унинг мундарижаси борасида айрим мулоҳазаларни билдиришга имкон беради. Ушбу тушунчанинг қўлланиш кўлами ҳақида гап кетганида, унинг татбиқи фақат сўз ёки сўз бирикмаси қатлами билан чегараланиб қолмаслиги керак. Коннотация тушунчаси, энг аввало лисоний унсурнинг маълум контекст муҳитида қўлланиш мўлжалига ишора қилиши сабабли, тилнинг асосий ахборот бирлиги, яъни нутқий тузилмасига нисбатан ишлатилиши лозим. Зотан, нутқий фаолият жараёнида фаоллашган гап кўринишидаги тузилма ахборот етказиш мақомига диктема, яъни гапларнинг мавзуй бирлашуви таркибига эга бўлади. Ушбу бирлашма, ўз навбатида, маълум прагматик- лисоний хусусиятлар мажмуасига эга бўлади (Блох 1986: 120).

Тадқиқотчилар томонидан анъанавий равишда ажратиб келинаётган коннотатив маъно бўлаклари ҳақида фикр юритаётиб, энг аввало экспрессивликнинг бошқа коннотатив бўлаклардан фарқи аҳамият қаратиш лозим, деб ҳисоблаймиз. Экспрессивлик, аслини олганда, нутқий ҳодиса бўлиб, нутқий фаолият натижасида юзага келади. Демак, экспрессивликнинг оддий семантик унсур сифатида қараш нотўғри. Экспрессивлик нутқий тузилманинг прагма-стилистик хусусиятидир ва унинг коннотатив маъно бўлагини ташкил қилади. Ушбу хусусият етказилаётган ахборотнинг сўзловчи коммуникатив мўлжали ва тилдан фойдаланиш меъёрининг мазкур мулоқот шароитига мос келишини таъминлайди. Энг муҳими, у мулоқот самарасига етарлича ҳисса қўшади.

Коннотация мазмун шаклланишига қўшадиган ҳиссаси эмоционаллик, баҳо ва услубий бўёқ билан чегараланиб қолмасдан, балки янада кенгроқ кўламда намоён бўлади. Санаб ўтилган маъно бўлакларидан ташқари, мулоқот қатнашчилари ва шароити билан боғлиқ ва ўзаро муносабатлар кўламида юзага келадиган маъно бўлакларини ҳам эътибордан қочирмаслик керак бўлади.

Бадиий адабиётда айрим пайтларда муаллиф воқеалар баёнини ўқувчи асар персонажлари ва вазият билан олдиндан танишлигини тасаввур қилган ҳолда бошлайди. Бундай стилистик услуб тасаввурдаги пресуппозицияга асосланади.

Ўқувчининг диққатини зудлик билан жалб қилиш ва уни баён қилинаётган ҳодиса иштирокчисига айлантириш мақсадни кўзловчи ушбу усул намунасини қуйидаги мисолларда кўриш мумкин: He came back into the kitchen. The man was still on the floor, lying where he had hit him, and this face was bloody. (W. S. Maugham. The Unconquered). Қабристон жимжит. Фақат йулакнинг икки четида саф тортган мирза тераклар қабр устига бош эгган фарзандлардек онага ором тилаб алла айтади. Уларнинг мунгли шивирлаши тиловат садоларига қўшилиб, юракни эзувчи оҳангга айланади... Оқ сурп ятак кийган, мошгуруч соқоли ўзига ярашган гўрков юзига фотиҳа тортиб ўрнидан туради (Ўткир Ҳошимов. Тасалли).

С.Моимнинг “Unconquered” ва Ўткир Ҳошимовнинг “Тасалли” номли ҳикоялари бошланиш қисмидан олинган ушбу парчаларда анафорик олмошларнинг қўлланиши ва матннинг семантик-грамматик тузилиши ўқувчининг баён қилинаётган воқеа билан таниш қилиб кўрсатиш тағмаъносига ишора қилмоқда.

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ТИЛ БИРЛИКЛАРНИНГ НОМИНАТИВ МАҚОМИ ХУСУСИДА

Н.Сулейманова ¹

Аннотация:

К вопросу о номинативном характере предложения. В статье основное внимание автора уделяется вопросу о номинативном характере предложения, что является весьма актуальным в современном языкознании. В ходе анализа фактического языкового материала номинативное значение сопоставляется с предикативным значением.

Калит сўзлар: коммуникативлик, предикативлик, номинативлик, фразеология, лингвистика.

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Тил бирликлари саналувчи турғун бирикмалар, фразеологик ибораларнинг номинатив маънолари ва ҳатто, нутқ бирлиги - гапнинг номинатив белги – хусусиятлари ҳам сўз воситасида воқеланади. Бошқача айтганда, гапнинг мазмуний салмоғи унинг таркибий қисмини (қурилиш материалини) ташкил этувчи сўзлар синтездан келиб чиқади. Бундан, албатта, гап колипидаги фразеологик иборалар истиснодир.

Шунга ҳам аҳамият бериш керакки, гап ҳар доим предикатив белгилидир, зеро, у орқали воқеликка муносабат ифодаланади. Ҳатто бир сўзли гаплар ҳам бундан ҳоли эмас. Аммо предикатив ва номинатив маънолар муштарак бўлолмайди. Чунки предикативлик ҳодисасининг мазмуни этибори марказида воқеликка муносабат билдириш ётса, номинативлик маъносининг бунга алоқаси йўқ. Бу жиҳатдан предикативлик билан номинативлик ҳодисаларини қарама – қарши дейиш мумкин. Мазкур ҳодисалар фақат семантик инвариантни тақозо этувчи пропозиция тушунчаси орқали ўзаро муносабатда бўла олади. Зотан, пропозиция гапнинг умумий синтактик структураси учун ҳам, номинализация ҳодисаси доирасида шаклланган трансформалари учун ҳам бирдай аҳамият касб этади. Пропозицияни гапнинг семантик структураси тарзида талқин этар эканмиз, предикативлик ҳодисаси ҳам, номинализация ҳодисаси ҳам унинг таъсирида воқеланиши шубҳасиздир. Н. Ю. Шведованинг мулоҳазасига кўра, гапнинг грамматик жиҳатидан шаклланишида унинг семантик структураси ҳам муҳим аҳамият касб этади. Бу эса, ўз навбатида, предикативлик ва номинализация ҳодисаларининг маълум даражасида алоқаси борлигини курсатади. Бироқ буни мутлақ характерли деб тушунмаслик лозим. Чунки масала тавсифига чуқурроқ ёндашадиган бўлсак, номинативлик ҳодисаси воқеликка муносабат билдиришдан йироқдир. Шунинг учун ҳам сўз бирикмаларини, одатда, номинатив бирлик деб атайдилар. Одатда, сўзни номинатив бирлик сифатида ўрганамиз, зотан, у (бундан номустақил сўзлар мустасно) воқеликдаги нарсалар-предметлар ва воқеа-ҳодисаларни аташ учун хизмат қилади. Аммо бу жараёнда сўз воситасида ифодаланган атов маъноси ҳар доим ҳам ўзининг ички имкониятларига кўра бир хил мақомга эга бўлаолмайди. Баъзи сўзларда номинативлик белгиси уларнинг предмет ифодасини бериши билан, айрим сўзларда эса воқеа-ҳодиса ёки ҳолат маънолари билан боғлиқ номинатив белгиларнинг мавжудлигини кўрамир.

¹ Сулейманова Наргиза Мардоновна, Самарқанд давлат чет тиллар институти инглиз тили назарий аспектлари кафедраси доценти

Баъзи сўзларда, масалан, кўмакчи ва боғловчиларда номинативлик аломатини кўзга ташланмайди. Бироқ бу билан барча ёрдамчи сўзларда аналогик вазият кузатилади деб бўлмайди. Фикримиз далилини ёрдамчи феълларда кўринишимиз мумкин: айта бошлади, ўқиб чиқди, айтиб турди ва ҳ.к. Айни пайтда ёрдамчи мавқега эга бўлган бошлади, чиқди, турди, сўзлари ҳам ички хусусиятларига кўра номинативлик белгисига эга эканлиги изоҳ талаб қилмайди.

Умуман олганда, номинативлик бирликлар ичида асосий (марказий) ўринда сўз туради. Сўзнинг бундай хусусияти тилнинг луғат таркибида келишида ҳам, сўз бирикмалари ва гап компонентлари вазифасини бажаришида ҳам бирдай ўзгармас характерга эгадир. Айниқса, сода сўзлар яхлит ҳолдаги (глобал) номинатив маъно ифодасини бериши билан алоҳида ажралиб туради. Аммо сўзларнинг ўзаро муносабати натижасида вужудга келувчи сўз бирикмалари англатган номинатив маъно, содда сўзлардагидан фарқли равишда, бирдан ортиқ номинатив маъноларнинг қоришуви сабабли мураккаб характер касб этади. Бундай вазиятда шаклланган номинатив маъно қўшимча белгиларга эга бўлади. Масалан: большой стол, clean room (тоза хона), қизикарли китоб.

Келтирилган мисоллар турли тиллардан олинган бўлишига қарамай, сўз бирикмалари мураккаб номинатив бирликларни намоён этишини кўраимиз. Бунда номинатив маънонинг мураккаблигини столнинг белгиси катта эканлигида, хонанинг белгиси тозаллигида ва китобнинг белгиси қизиқарлигида воқеланаётганида кузатамиз. Бироқ бу ўринда шуни ҳам айтиш керакки, сўз бирикмаларини тақозо этувчи фразеологик бирликларда номинатив маъно ифодаси бўлинмас, бошқача айтганда, глобал характерли бўлади. Бунинг асосий сабаби фразеологик бирликларининг маънолари компонентлари маъноларининг синтезидан иборат бўлмаслигидадир: A plain dealer (тўғри сўз одам), нияти қора, қўли эгри ва ҳ.к. Бундай сўз бирикмаси қолипидаги фразеологик ибораларнинг номинатив маъно ифодалаши доимий характерлидир, зеро, улар тилда тайёр ҳолда мавжуддир. Аммо эркин сўз бирикмаларининг номинатив маъно ифодасини англатиши ҳақида бундай ҳулоса чиқариб бўлмайди. Бунинг асосий сабаби шундаки, улар нутқда шаклланади ва ҳар сафар ана шу жараёндагина номинатив бирлик мақомини олади.

Нутқ бирлиги гапнинг номинатив маъноси воқеланишида юқорида эркин сўз бирикмаларига тааллуқли деб кўрсатилган «жараён» тушунчаси муҳим аҳамият касб этади. Бошқача айтганда, гап ҳам нутқда шаклланади ва бу жараёнда номинатив маъно вужудга келади. Бироқ гапнинг, сўз бирикмаларидан фарқли равишда, бошқа жиҳатлари ҳам мавжуд бўлиб, уларни биринчи галда коммуникативлик ва предикативлик аломатларида кўраимиз. Гапнинг коммуникатив вазифаси унинг нутқда реал қўлланиши билан боғлиқ, зеро, ҳар қандай гап ҳам амалда қўлланиши учун муайян коммуникатив вазифага эга бўлмоғи лозим. Предикативлик ҳодисаси эса гап орқали воқеланаётган хабарнинг воқеликка муносабатини билдиради. Бу жиҳатдан коммуникативлик ва предикативлик ҳодисалари узвий боғланади.

Номинативлик ҳодисасининг ҳам гапнинг ана шу икки жиҳати билан алоқаси бор. Бироқ бу алоқа коммуникативлик ва предикативлик ҳодисаларининг ҳар иккисига ҳам бир хил даражали эмас. Номинативликнинг коммуникативлик ҳодисаси билан боғланиши анча саёз. Чунки гапнинг коммуникатив вазифаси ва унинг ижроси жараёнида, номинативлик ҳодисаси иккинчи даражали бўлиб қолади. Зотан, мулоқот даврида гапнинг атов маъносидан эмас, балки унинг умумий семантик салмоғидан фойдаланамиз. Предикативлик ҳодисасининг эса йўриғи бошқа. Бу ҳодиса номинативлик ҳодисасига коммуникативлик ҳодисасига қараганда анча яқин туради. Бунинг асосий боиси шундаки, гап орқали ифодаланадиган номинативликнинг денотати предмет эмас, балки бутун бир ситуация ҳисобланади. Бу, албатта, ўз навбатида, номинативлик билан предикативлик ўртасида муайян муносабат

борлигидан далолат беради. Бундан ташқари, предикативлик пропозиция (гапда ифодаланаётган хабарнинг мазмуни салмоғи) тушунчаси билан ҳам узвий боғлиқдир. Пропозиция тушунчаси мавжуд экан, у ерда предикативлик ҳодисасининг воқеланиши табиийдир. Бироқ бу билан предикативлик пропозиция ҳодисасини воқелантирувчи омил экан, деган хулосага келиб бўлмайди. Чунки пропозиция ҳодисаси предикативлик шаклланиши учун асос бўлиши мумкин, аммо аксинча эмас.

Умуман олганда, ҳозирги тилшунослигимизда коммуникативлик, предикативлик ҳамда номинативлик тушунчаларари ўртасидаги муносабат масаласи изоҳталаб бўлиб қолмоқда. Албатта, мазкур тушунчаларининг ҳар бири бир неча монографик тадқиқот учун асос бўлган. Лекин улар ўртасидаги боғланиш даражаси масаласининг тадқиқи бобида ҳали жумбоқли ҳолатлар анчагина кўринади.

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PECULIAR FEATURES OF MEDIA-DISOURSE AS A LINGUISTIC DISCOURSE TYPE

*M. Tursunov*¹*Abstract:*

This thesis deals with one of the most important discourse types; that is media-discourse. Characteristic features of media-discourse, communicative and informative functions, linguistic issues related to mass-media are also studied in the thesis. As English media-discourse has covered nearly all spheres of life throughout the world specific aspects of this media is analyzed in the work.

Key words: applied linguistics, linguistic unit, media-streams, content-based information, publicity, cognitive intention, stage of perception.

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The term “discourse” is analyzed differently by various scientists. Many previous studies mention the term discourse as very ambiguous since its introduction to modern science and the various broad interpretations of discourse. Therefore, the definition of discourse reflected here will focus on the linguistics point of view, especially that of applied linguistics. Here, it refers to the speech patterns and how language, dialects, and acceptable statements are used in a particular community. Discourse as a subject of study looks at discourse among people who share the same speech conventions. Discourse in modern linguistics regarded as a linguistic unit - a unit of language that is longer than a sentence, such as a conversation or story, as a form of communication - a verbal exchange of ideas, often interactive, that deals with a particular topic, as a formal expression - a formal and orderly expression of thought on a subject, often extended. In sociology, discourse can have powerful implications and is often the site of conflict and struggle. For example, how people talk about people and their place in society can be important when people wish to make social change. Discourse is widely used in all scientific approaches today. One of the most important types of discourse in general is media-discourse. At present time media-discourse has become a very important discourse.

The second half of the XX – the beginning of the XXI century is characterized by the rapid growth of media and new information technologies. The dynamic development of traditional media and spread of the Internet has contributed to the formation of a single information space, conglomeration of many media-streams. The Internet and related technologies are categorized as a leading mass communication and essential information resource processing and distributing large data arrays. As a result media greatly affects communicant language behaviour.

Prof. Dobroslonskaya views media discourse as a set of processes and products of language activities in mass communication sphere in all diversity and complexity of their interactions [Dobroslonskaya, 2018, pp. 131-139]. As a special type of mass communication media discourse is a social phenomenon, whose main function is to influence mass audience through content-based information and evaluative data transmitted by media channels. Consequently media discourse is a mechanism of updating information through different communication tools of Media Institute. I.A. Kozhemyakin distinguishes two approaches to

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the definition of media discourse. The first approach postulates that media discourse is a specific verbal-mental activity, peculiar only for information mass media space [Montgomery, Kostomarov, Dobrosklonskaya, 2019, pp.27- 40]. This approach differentiates media discourse from other discourse types such as political, religious, scientific, etc. on the basis of such discourse parameters as the use of language and communicative sphere of its realization. The second approach states that media discourse is any kind of discourse realized in media space and produced by mass media. Thus it is possible to distinguish political, religious, scientific media discourse characterized by the specificity of mass information formation, interpretation and broadcasting.

M.R. Zheltuhina defines distinctive features of media discourse that include - group correlation (the author shares the views of his group); - publicity (focusing on mass addressee); - dissonance orientation (creating conflict with its following discussion); - staging and mass orientation (impact on several groups simultaneously) [Zheltuhina, Magomadova, 2016; pp.120-121].

The media discourse in the information space of the university implements informative and representative functions and has a significant impact on the image of the university both in the academic and scientific environment, and in society as a whole. The purpose of the media discourse analysis is to describe them image of an educational institution, which is attractive to students, scientists, the business environment, and the dissemination of innovations in education and science. Media discourse is a certain kind of speaking and thinking that is unique to the media area of information. In this view, it is important to make a distinction between media discourse and other sorts of discourse that are not related to the media, including political, religious, scientific, etc. Modifications to the discourse parameters, as well as various language usage patterns and the contexts in which they are used, determine their differences. According to the second method, by media discourse is meant any kind of discourse that is used in mass communication and is created by the media. Yes, we can discuss media discourses that are pedagogical, religious, political, or otherwise. It is acknowledged that a fairly consistent set of practices for the creation, dissemination, and interpretation of mass information are necessary for the execution of various kinds of institutional discourse. Since media discourse is an activity carried out by subjects of mass communication, it is driven by a particular goal, in accordance with which it obtains a particular content. Description and explanation, addressee identity regulation, recipient consciousness impact, reality evaluation, scenario forecasting, etc. are all potential goals of media discourse.

Each mass media discourse has got a specific intention. Cognitive intention determines the addressee's role and communicative intention realizes the author's potential. Interactivity does not imply a clear separation between the addressee and addresser, which is observed in natural communication. Communicative intention is inherent in the author of the message. Being implemented in media discourse, communicative intention provides the author with the status of the subject of constructing media reality and is one of the important parameters of the segmentation of the addressee field. Depending on the communicative intention, two types of addressees are distinguished in the address field, i.e. repeaters and non-repeaters. Repeaters are involved in the construction of the media reality. Professional and non-professional repeaters, as well as institutional entities, stand out in this segment. The first ones are journalists who are recipients of objective reality and recipients of media reality and transmit information further to the addressee field. Unprofessional repeaters are citizen journalists that create their own content and interpret previous messages. The third subgroup includes social groups that have gained access to a mass audience and are interested in saturating the mass consciousness with the "right" news. The intension of non-translators does not imply their verbal reactivity in the media discourse. In this segment of the address field, there have been selected positive recipients that are configured for a productive

perception of media content in order to obtain certain information and negative recipients with their prejudice that inhibits the selection of facts at the stage of perception and, therefore, the adaptation of the world picture to a changing reality [Prom, 2020; pp.3-7].

At present time English has become the language of many spheres of life throughout the world. It is also the language of diplomacy. The language that is often used in media-discourse worldwide is English as well. Modern English-language media discourse is a complex integral phenomenon, “a huge layer of culture” not only for the English-speaking society, but also for the entire world community, taking into account the role that English plays as a means of global communication, or “lingua franca”. English-language media discourse is a global leading mediator for almost all spheres of social life on the planet. Political and economic models, scientific breakthrough discoveries, international academic programs, the world of sports, showbusiness and fashion are all circulated and processed in the English-language media discourse space; they are filtered by its unique features and presented to the international audience as an effective tool of communication, influence and exposure. One can observe the English-language media discourse as a role model for the media world, represented in other languages. Even within the English-language media discourse itself, there is the stiff competition which depends on each English-speaking country dominance on a global political, economic and military scale. English-language media discourse is important both for what it tells people about an Englishspeaking and non-speaking society in a particular country and for what it contributes to the character of this society. Therefore, it is important to understand the relationship between an individual (both a native English speaker and a non-native one) and the English-language media discourse space, between human consciousness and its mechanisms which interact with the media discourse and produce actions that may influence a person's worldview, his behaviour, personal life, social status, beliefs and destiny. The English-language media discourse is playing a dominant role in the modern digital civilization. Its influence goes far beyond the English-speaking world and in many political, economic, scientific and social ways defines the lives of peoples on the planet. Therefore, the questions which logically appear in this case is how human consciousness should resist to such rigorous expansion of the English-speaking media world dominance and how psychological mechanisms should function while interacting with this world to protect each person's uniqueness and freedom on a global scale.

Besides, mass-media is very active in the formation of neologisms, and, because of its constant development and actual nature, its efficiency will develop. Through mass communication, people configure and substantiate their own beliefs and experiences. Mass media is predetermined not only by information awareness but also by daily life and the picture of the world. Mass communication can be considered the space where people create and share life experience, values and knowledge. Being nationally specific, neologisms through their space realize those categories that are thought by representatives of a particular people, and the limitations into which they are put to perceive and analyze the world around them.

Media-discourse materials can serve as an important methodological basis for English teaching and learning process as well. Considering these facts teachers, instructors may use media discourse widely in their classes. This is an authentic material containing essential news happening in all world corners, besides, the modern language units are included in these materials. Taking into account these issues there are still huge demands to study and analyze media-discourse and materials in it.

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EMOTSIYALAR VA ULARNING TILDA MADANIY JIHATDAN ANIQLANGAN JARAYONLASHUVI

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Annotatsiya:

Inson va hissiyotlar ajralmas jihat hisoblanadi. Emotsiyalar kishilarda til paydo bo'lishidan oldingi davrda ham imo-ishoralar darajasida mavjud bo'lgan. Emotsiyalar inson hayotida katta rol o'ynaydi, chunki inson madaniyatining birinchi navbatda, emotsional debochaning shakllanishi ahamiyatli ekanligini namoyon etadi. Ko'rinib turibdiki, emotsiyalarni o'rganish shu qadar mushkulki, ular hozirgi kunga qadar ilmiy tadqiqotlar va ilmiy maqolalar uchun dolzarb mavzu bo'lib kelmoqda.

Kalit so'zlar: emotsiya, hissiyot, gender, kommunikativ, emotsional, verbalizatsiya, emotsional xulq-atvor, madaniyat.

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Anglashiladigan narsa bilan sezgi orqali idrok qilinadigan narsa o'rtasidagi farqni Aflotun davridan boshlab faylasuflar o'rganib kelishgan. Bu holat emotsiya va aql o'rtasidagi chegaralar haqida munozaralar uchun asos yaratdi. Klassik g'arb falsafasi hissiyotlarni (emotsiyalar, his-tuyg'ular, tushunchalar va boshqa shu kabi) va aqlni (hukmlar, abstraktsiyalar, g'oyalar va boshqa shu kabi) ajratib turadigan ozmi-ko'pmi jihatlar bilan bog'lab turadi. Ammo inson bilish faoliyatining bu ikki tomonini ajratish "sensatsiya va ratsionalizm o'rtasidagi qarama-qarshilik" ga olib keldi [Панов, 1992:4].

Shu bilan birga, ko'plab olimlarning qiziqish doirasiga insonning u yoki bu jinsga mansubligiga qarab emotsiyalarni o'rganish kiradi. Masalan, Charlz Darvin "onalik muhabbatidan kuchliroq emotsiya yo'q" deya ta'kidlagan [Дарвин, 2001:72]. Gender tadqiqotlarning o'sishi bilan zamonaviy tabiiy va ijtimoiy ilmiy fikr hissiyotdagi gender farqlarining namoyon bo'lishiga katta e'tibor qaratdi. Umuman olganda, dunyo, shaxs va his-tuyg'ular o'rtasidagi munosabatlarni quyidagicha ifodalash mumkin: dunyoni aks ettirishga qodir bo'lgan dunyo (obyekt) va shaxs (subyekt) mavjud. Tuyg'ular inson uchun dunyodagi ob'ektlarning ma'nosini ifodalash orqali aks ettirish jarayonini nazoratga oladi. Emotsiyalar psixik hodisa sifatida inson ongida uning voqelikka bo'lgan hissiy munosabatini aks ettiradi. Ushbu hissiy munosabatlar sub'ektiv bo'lsa ham, ijtimoiy onglidir va shuning uchun ko'proq yoki kamroq xarakterlanadi. Shunday qilib, emotsiyalar hamisha sabab, subyekt va obyektga ega.

Emotsiya va kognitsiya o'rtasidagi yaqin munosabat aniq, chunki emotsiya ong bilan bog'liq: "ma'lum bir emotsionallik ongning oddiy holatlarini tavsiflaydi va kognitiv jarayonlardan oldin keladi" [Изард, 2000:123].

Tilda aks etgan his-tuyg'ular emotsionallik maqomiga ega bo'ladi. Shunday qilib, "emotsiyalar" ning kategorial kontseptsiyasi ostida V.I. Shaxovskiy "emotsional munosabatlar, holatlar, reaksiyalar; emotsionallik, his-tuyg'ularni tasniflash; emotsional tafakkur, ong, induktiv-pragmatik (empirik) tushunchaning mazmuni; his-tuyg'ularni ifodalash, nomlash, tavsifi" kabi tushunchalarni taklif qiladi [Шиховский, 1988:26]. Ayni shu

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o'rinda "emotivlik" esa "emotiv semantika, valentlik, funktsiya, sema, konnotatsiya, ambivalentlik, lakuna, nominatsiya, derivatsiya, pragmatika; emotiv ma'no, so'z: so'z ma'nosining emotsional komponenti; so'z ma'nosining baholovchi, funktsional-stilistik, ekspressiv komponenti; so'z, matn, tilning ifodali vazifasi; tilning his-tuyg'u vositalarini yo'naltirish, induktsiya qilish, o'stirish; hissiy, ta'sirchan, konnotativ; emotivlarning leksik-semantik sohasi" degan ma'noni anglatadi. Emotiv birliklar ko'rinishidagi til inson emotsiyalarini o'rganish uchun kalit bo'lib, u emotsiyalarni belgilaydi. Shu bilan birgalikda emotsiyalarni ifodalaydi, tasniflaydi hamda ularni eksplikatsiya / implikatsiya uchun sharhlaydi. Bunday holda, badiiy adabiyot emotivlarning "depozitariy"si vazifasini bajaradi, chunki u insonning verbal va averbal emotsional xatti-harakatlarini, his-tuyg'ularni yetkazish usullari, vositalari va usullarini tasvirlaydi hamda insonning emotsional refleksiv usullarini qamrab oladi. Badiiy matnda emotsiyalar moddiy, kuzatilishi mumkin bo'lgan va his-tuyg'ularning namoyon bo'lishiga xizmat qiladigan o'ziga xos belgilar, emotiv shifterlar orqali kuzatiladi [Nischik, 1992:190]. Biroq, til voqelikning bilvosita aksidir va shuning uchun inson hayotining ko'p qirralarini so'zlar bilan ifodalab bo'lmaydi. Nutq sheriklarining emotsional holatlari tilda ma'lum darajada approksimatsiya bilan qayd etiladi, chunki "til qoplamasi" hech qachon insonning butun "emotsional tanasini" qamrab ololmaydi, chunki, uni teshiklari bor, qashshoqroq, primitiv" hisoblanadi. Demak, til "biz o'ylagan va gapirganimizda sodir bo'ladigan ko'rinmas ma'no yaratish jarayoni aysbergining uchi". Bundan kelib chiqadiki, emotsiyalarning ikkita semiotik tizimi ya'ni Body language va Verbal language bilan izohlanadi. Birinchisi ikkinchisidan ishonchliligi, tezligi, bevosita, samimiylilik darajasi va hissiyotlarni ifodalash va yetkazish sifati, shuningdek, hissiyotlarning adekvatligi bo'yicha retsipientni dekodlash uchun ustundir.

Tilning tarixiy, ijtimoiy, milliy va boshqa xususiyatlarining barcha xilma-xilligida uning yaratuvchisi va foydalanuvchisiga murojaat qilmasdan turib, uning funktsional tomonini to'liq anglab bo'lmaydi. Emotsiyalar haqidagi xalq g'oyalari hissiyotlar tuzilishi va emotsional hayotning tabiati haqida chuqur tushunchani ochib beradi [Johnson-Laird., Oatley, 1992:201-233]. Bu tushunchalar emotsiyalar tilida, ayniqsa ma'lum bir tilning emotsional leksikasida "kristallangan" bo'ladi.. Masalan, "ingliz tilida so'zlashuvchi kishilar uchun grief, remorse, disappointment va shame (qayg'u, pushaymonlik, umidsizlik yoki uyat) so'zlarini ishlatish qoidalarini bir-biridan sifat jihatidan farq qiladigan o'ziga xos ichki tuyg'ularni hisobga oladi".

Bundan tashqari, T.V. Larina ingliz kommunikativ madaniyatida emotsiyalarning, ayniqsa salbiy ma'noda ochiq namoyon bo'lishiga e'tibor qaratadi. Mazkur fikrni emotional, effusive, demonstrative, excitable kabi emotiv birliklarning ingliz tilida salbiy konnotatsiyaga ega bo'lishi bilan tasdiqlash mumkin. Shunday qilib, "mast odamni ingliz tilida tavsiflash uchun kulgili idiomalar mavjud - tired and emotional, tom ma'noda charchagan va emotsional degan ma'noni anglatadi" [Ларина, 2005:150-160]. Umuman olganda, sotsiologik, psixologik va lingvistik tadqiqotlar shuni ko'rsatadiki, barcha kishilar bir vaqtning o'zida "til va emotsional xususiyatlar bilan yo'g'rilgan mavjudot"dir.

Emotsiyalar "madaniyat taksoni" hisoblanadi va turli til madaniyatlarida ularning verbalizatsiyasi emotiv ma'nolarning shakli, hajmi va sifati har doim ham mos kelavermaydi [Шаховский, 2008: 288]. Til shaxsiyatining emotsional sohasini o'rganishga madaniyatlararo yondashuv shuni ko'rsatadiki, butun bir lingvomadaniy hamjamiyat vakillarining turli xil dominant emotsiyalari ular tilining emotsional funktsiyasining verbal mazmunini belgilaydi. Biroq, emotsional tuyg'ularning yuqorida qayd etib o'tilgan umumiylik holati mashhur emotsional reaksiyalar ma'lum bir madaniyatning barcha vakillari tomonidan hamda mutlaqo to'g'ri bajarilishini anglatmaydi. Shuni inobatga olgan holda prof. S.G. Shafikov: "Ikki xil kishining bir xil barmoq izlarini topib bo'lmaganidek, tilning barcha leksemalariga bo'ysunadigan biron bir yagona mantiqni anglab bo'lmaydi [Шафиков, 2010:381-382]. Shunday qilib, har bir tilda yuz minglab "tilga xos mentalitet" va

“tilga xos ong” hukmronlik qiladi. Bir madaniyat qobig’idagi kishilar bir xil his-tuyg’uga va fikrlashga ega emas. Xuddi shunday turli madaniy guruh vakillari kabi bitta umumiy qobiqda bo’lsa ham, deylik, misol tariqasida (g’azab, qo’rquv, qayg’u, quvonch, g’azab, hayrat va boshqalar) kabi emotsiyalarni bir xilda his qila olmaydi hamda fikrlay olmasligi aniq.

Madaniyatlararo muloqotda emotiv xulq-atvorning o’ziga xos xususiyatlarini o’rganish natijalari shuni ko’rsatadiki, har qanday Yevropa madaniyatida (yoki AQSh va Kanadada) yuqori ma’lumotli ijtimoiy guruhlar vakillari emotsiyalarni verbal yashirish texnikasini yaxshi bilishadi. Pastki ijtimoiy qatlam vakillari orasida qo’rquv, g’azab, qoniqish kabi egotsentrik emotsiyalarning tashqi ifodalanish darajasi ancha yuqori. Shunday qilib, konkret emotsiyalarni ifodalash uchun ijtimoiy-madaniy qoidalar ham shaxslar (masalan, yosh, jins xususiyatlari, tarbiya me’yorlari), ham ijtimoiy guruhlar vakillari (kasbiy, ta’lim, siyosiy, diniy) o’rtasida farqlanadi.

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ҚЎШМА ГАП ҚОЛИПИДА ФРАЗЕМАЛАРНИНГ ДЕРИВАЦИОН ТАМОЙИЛЛАРИ ВА ТАҲЛИЛИ

Шодиев С.Э. ¹

Аннотация:

Ушбу мақола гап қолипидаги фраземаларнинг деривацион тамойиллари бағишланган бўлиб, иш фактик материаллар таҳлилига бағишланган. Хусусан, қўшма гап қолипида фраземаларнинг деривацион таҳлилига қаратилган. Мақолада фразеологик ибораларнинг нутқ истеъмолига киритилиши синтактик деривациянинг ҳам, семантик деривациянинг ҳам воқеланишини таъкидлаб ўтилган.

Калит сўзлар: гап қолипидаги фразема, қўшма гап қолипида фразема, синтактик деривация, семантик деривация, операнд, оператор, дериват.

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Гап қолипидаги фразеологик иборалар қўшма гап қолипида ҳам келади. Бундай вазиятда ибора синтактик деривациясининг операндлари дериват синтактик структурасининг алоҳида таркибий қисмлари саналади:

Одатда, оламни сув босса, тўпиғига келмайдиган Акмал ҳам бугун бошқачароқ.... (О.Ёкубов. Эр бошига иш тушса).

Агар мазкур мисолдаги иборани алоҳида Оламни сув босса, тўпиғига келмайди тарзида олиб қарайдиган бўлсак, у ҳолда ибора синтактик деривациясининг оператори –са (босса) аффикси эканлигини кўрамыз. Мазкур аффикс нафақат ибора шаклидаги дериват оператори, балки устпредикативлик белгисини вужудга келтирувчи морфологик омил вазифасини ҳам бажаради. Бошқача айтганда, унинг ёрдамида полипредикатив характерли ибора таркибий қисмларининг умумий ҳолда воқеликка муносабат билдириши ана шу аффикс воситасида шаклланади. Бундай хусусият қўшма гап қолипида келувчи гаҳ деганда қўлга қўнадиган бўлмоқ, ер ёрилса, ерга киргудай бўлмоқ, ер тагида илон қимирласа билмоқ каби фразеологик ибораларда ҳам кузатилади. Бироқ мазкур иборалар нутқ доирасида қўлланганда аксарият ҳолларда таркибли аниқловчи, ҳол ва ҳ.к. сингари гап бўлаклари вазифасида келади. Бунини юқорида берилган мисолда ҳам кўришимиз мумкин: оламни сув босса, тўпиғига келмайдиган Акмал. Айни пайтда ибора таркибли аниқловчи вазифасида келмоқда.

Шуни ҳам айтиш лозимки, қўшма гап қолипидаги фразеологик ибора гап бўлаги вазифасида келганда, унинг юқорида эслатиб ўтилган устпредикативлик белгиси ҳамда том маънодаги деривацион хусусиятлари ҳақида сўз юритиш қийин. Чунки бундай вазиятда мазкур ибора қатнашаётган жумланинг предикативлик белгиси ёки деривацион хусусиятлари устувор аҳамият касб этади. Фразеологик ибора эса мазкур жумланинг таркибий қисми сифатида фаоллик кўрсатади.

Бундай вазият нафақат қўшма гап қолипидаги, балки гап қолипидаги барча фразеологик ибораларнинг нутқий фаоллашувида ҳам кузатилади. Қуйида ана шу ҳақда фактик нутқ материалларига мурожаат этамыз:

1. Мавлуданинг ўқиши, Исоқнинг авзойи ҳали ҳам бузуқлигидан домлага ахборот бериб, кўчага чиқди (Й. Шамшаров. Чироқ).

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2. Хотин киши от минмабдими? Шундай учирайки, куёвингиз оғзини очиб қолсин (Й. Шамшаров.Чироқ).

3. Бир маҳал янги ҳамроҳ хаёли жойига тушгандек сўраб қолди (О.Хусанов. Тақилмаган узук).

4. –Энди сизларга бир кўнглимни тўкиб солсам, азизларим(Улуғбек Ҳамдам.Мувозанат).

Келтирилган мисолларнинг биринчисида гап қолипидаги авзойи бузилмоқибораси авзойи ҳали бузуқлигидан тарзида келиб, анъанавий формал тўлдирувчи (воситали) вазифасини бажармоқда. Агар Исоқнинг авзойи ҳали ҳам бузуқ эдишаклидаги гап воқеланганда эди, унда авзойи–эга, бузуқ кесим функциясини бажарган бўларди.

Иккинчи мисолда гап қолипида оғзи очилиб қолмоқтарзида қўлланиши лозим бўлган ибора нутқнинг талабига кўра оғзини очиб қолсин шаклида яхлитлигича формал кесим вазифасини бажармоқда.

Учинчи мисолда берилаётган хаёли жойига тушгандек ибораси ҳол функциясида келмоқда. Мазкур ибора қўлланишида асар муаллифи фразеологик иборанинг нутқий фаоллашувида қисман метёрий нуқсонга йўл қўйганлигини кўра миз. Зотан, тилда кўнгли жойига тушмоқ ибораси мавжуд. Бироқ, қандай қўлланилганлигидан қатъи назар, бу ўринда эга - кесим муносабатини тақозо этувчи гап қолипидаги фразеологик ибора нутқда ўзгача вазифада, гапнинг иккинчи даражали бўлаги вазифасида фаоллашаётганини кўра миз.

Тўртинчи мисолда кўнглимни тўкиб солсам тарзида қўлланилган ибора гапда кесим вазифасини бажармоқда. Мазкур ибора, албатта гап қолипида эмас. Айни пайтда эса нутқий эҳтиёжга кўра гап бўлаги функциясида фаоллашмоқда.

Фразеологик иборалар деривацион хусусиятларини тадқиқ этишда шунга аҳамият бериш лозимки, бу ўринда фақат синтактик деривация эмас, балки семантик деривация ҳам муҳим аҳамият касб этади. Бу нарса тил ички тизимининг эҳтиёжи билан ҳам боғланади. Агар синтактик деривация қонун-қоидалари иборанинг формал нуқтаи назардан шаклланишини кўрсатса, иборанинг умумий маъно салмоғи унинг семантик деривацияси демакдир. Шу боис бу ўринда синтактик ва семантик деривациялар ўзаро узвий муносабатда бўлади.

Бошқача айтганда, улар кесишади. Фикр исботи учун қуйидаги мисоллар таҳлилига эътибор қаратайлик:

1. Овим юришмаганига тарвузим қўлтиғимдан тушиб муюлишда турувдим, кўчада Исоқ кўринди (Й. Шамшаров.Чироқ).

2. ...вужудини қамраган аниқлик баттар ортди, атрофидаги муҳит бегона, ёт туюладиган, кечалари мижжа қоқмайдиган бўлиб қолди (Й.Шамшаров.Чироқ).

Биринчи мисолда берилган тарвузим қўлтиғимдан тушиб ибораси қатнашиб, унинг синтактик деривацияси оператори қўлтиғимдан сўзи таркибидаги –дан аффиксидир. Мазкур оператор воситасида уч операндли дериват шаклланимоқда ва улар ўртасида бекаму кўст синтактик алоқа воқеланимоқда. Бу жиҳатдан иборанинг формал-синтактик структурасида бирор камчилик сезилмайди. Бироқ ана шу синтактик деривация замирида шаклланиётган маъно салмоғи ибора компонентларининг лексик маъноси синтезидан ташкил топмаётганини кўра миз. Айни пайтда умидлари пучга чиққанлик, кайфият сўниши, иштиёқ йўқолганлиги каби маънолар воқеланимоқда. Бу ҳодисани семантик деривация деб тушуниш мақсадга мувофиқдир.

Айтиш лозимки, бу ўринда ҳам семантик деривация оператори идиоматик ифода маъносини бераётган тил муҳитидир. Зотан, ҳар бир тилда идиоматик маъно ифодаси унинг ички муҳити қонун-қоидалари асосида вужудга келади.

Иккинчи мисолда мижжа қоқмайдиган ибораси қатнашиб, унинг синтактик деривацияси оператори нол ифодалидир. Негаки, айти пайтда деривация операторини мижжани қоқмайдиган тарзида тасаввур этиб бўлмайди. Ибора семантик деривацияси бу ўринда ухламайдиган тарзида англашиладиган идиоматик маъно билан боғланмоқда.

Синтактик ва семантик деривацияларнинг бир пайтда содир бўлиши аксарият ҳолларда фразеологик ибора ва парафразалар шаклланишида кузатилади. Эркин сўз бирикмалари материалида эса бундай вазиятни кўрмаймиз. Қиёсланг:

1. Она-бола чопиб келиб тоғанинг бошини тупроқдан уздилар (Улуғбек Ҳамдам.Мувозанат).

2. Талабалар ётоқхонасида кўнгилга яқин жўралар тўпланишди.(Улуғбек Ҳамдам.Мувозанат).

Олдинги мисолда берилаётган тоғанинг боши шаклидаги эркин сўз бирикмасига эътибор қаратсак, бу ўринда – нинг оператори воситасида воқеланаётган дериватни кузатамиз. Бирикма ноидиоматик характерда бўлгани учун айти пайтда семантик деривация масаласини кун тартибига қўймаймиз.

Кейинги мисолда эса ибора иштирок этмоқда: кўнгилга яқин.Мазкур иборанинг синтактик деривацияси –га операторига асосланмоқда, семантик деривацияси эса бир-бирларини ҳурмат қиладиган, эъозлайдиган каби сўз ва сўз бирикманинг гапда берилаётган идиоматик маънолари билан узвий боғлиқдир.

Кўринадики, фразеологик ибораларнинг нутқ истеъмолига киритилиши синтактик деривациянинг ҳам, семантик деривациянинг ҳам воқеланишини тақозо этади.

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ARGUMENTATION AS A TYPE OF PERSUASIVE DISCOURSE

L. Muzafarova ¹, D. Baxtiyorova ²*Abstract:*

This article provides a detailed exploration of argumentation as a structured form of persuasive discourse focused on logic and evidence. It explores the key components including claims, evidence, warrants, and counterarguments, distinguishing argumentation from emotional persuasion. Furthermore, it covers different types of models, such as the classical, Toulmin and Rogerian by offering the frameworks for crafting reasoned arguments across various contexts. It also includes some examples from media illustrating its application in influencing public opinion. This work has academic perspectives, from Aristotle to critical discourse analysis emphasizing the role in shaping discourse. Argumentation fosters critical thinking, making it essential for effective communication and decision-making.

Key words: Argumentation, claim, evidence, warrant, counterargument, persuasion, ethos, logos, pathos, Toulmin model, Rogerian argument, classical argument, rhetoric.

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Argumentation involves employing logical reasoning and evidence to influence or convince an audience regarding a specific issue. Persuasive discourse can be categorized into several types based on the context, purpose, and techniques used to influence an audience. There are the several types of persuasive discourse involving media discourse which can be in the means of:

- persuasive content in news articles, opinion pieces, and broadcasts designed to shape public perceptions;
- often involves framing issues in particular ways to align with ideological or corporate interests. For example: editorials in newspapers or news outlets promoting certain viewpoints on social or political issues.

Another type of discourse including advertising and commercial discourse can be:

- used to influence consumer behavior by promoting products, services, or brands;
- relies heavily on emotional appeals (pathos), but also utilizes logical reasoning and expert endorsements (ethos). For example: television commercials or online ads aiming to persuade people to buy a specific product.

These types of persuasive discourse are adapted to their specific contexts, employing a range of rhetorical strategies to achieve their goals of convincing and influencing the intended audience. Unlike general persuasion, which often relies on emotional appeals or rhetorical strategies, argumentation follows a more systematic approach[2; 1-2]. It is composed of key elements such as claims, evidence, counterarguments and reasoning, which explains the logical relationship between the claim and the evidence. These key concepts of argumentation are the essential points which was needed to be considered in discourse, starting with the notion claim, this is especially crucial in the central assertion or proposition that the writer or speaker seeks to validate. It serves as the foundation of the argument. Claim is the central idea or thesis that a speaker or writer seeks to establish and prove in an

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argument. It serves as the foundation of the argumentation process, providing a clear statement or position on an issue. The claim is typically supported by evidence and reasoning to persuade the audience of its validity. Without a claim, the argument lacks direction and purpose, as it is the primary assertion that everything else in the argument is designed to support or defend. Second vital aspect is the evidence which refers to the data, facts, statistics, or expert opinions used to substantiate the claim. It forms the empirical backbone of the argument, ensuring that the claim is grounded in reality. Evidence can refer to the information or material used to substantiate and support a claim in an argument. This can include data, facts, statistics, research findings, or expert testimony that provides credibility and strengthens the argument. By presenting clear and relevant evidence, a speaker or writer can make their claim more convincing and reliable, helping to persuade the audience that the argument is grounded in reality. Evidence is critical because it transforms a mere opinion into a well-supported position that can stand up to scrutiny and debate. The third one is warrant that can be seen in the reasoning or logic linking the evidence to the claim. It provides the justification that the evidence indeed supports the claim. Warrant is the logical reasoning or assumption that connects the evidence to the claim in an argument. It explains why or how the presented evidence supports the claim, acting as a bridge between the two. Warrants are often implicit, but they are essential for the argument to make sense. Without a warrant, the relationship between the claim and the evidence may be unclear or unconvincing. A strong warrant ensures that the argument is coherent and logically sound, making the connection between the evidence and the claim more explicit and persuasive. The last concept is counterargument involving the process of acknowledging opposing perspectives and systematically refuting them to reinforce the original argument, thereby demonstrating a comprehensive understanding of the issue. Counterargument involves recognizing and addressing opposing viewpoints in an argument. By acknowledging alternative perspectives, the speaker or writer demonstrates a thorough understanding of the issue at hand. After presenting the counterargument, the next step is to refute it, typically by providing evidence or reasoning that weakens or disproves the opposing view. This process strengthens the original argument, as it shows that the speaker or writer can not only defend their claim but also effectively challenge and overcome opposition, making their overall position more convincing and resilient.

Reinforcing the argument involves strengthening the central claim by summarizing key points, emphasizing the significance of the evidence, and addressing any remaining concerns or counterarguments[5; 93-99]. This step is crucial in persuading the audience, as it ties together the logical flow of the argument and leaves a lasting impression. By restating the claim clearly and highlighting the strongest aspects of the reasoning and evidence, the speaker or writer reassures the audience of the argument's validity, encouraging them to adopt or agree with the presented viewpoint. Argumentation plays a crucial role in academic, legal, political, and public discourse as it encourages deeper critical thinking and more informed decision-making. By facilitating structured exchanges of ideas, argumentation fosters reasoned debate and the examination of multiple perspectives. This process leads to more thoroughly developed conclusions and enhances communication by focusing on rational analysis rather than emotional manipulation. Ultimately, argumentation contributes to solving complex issues by promoting logical and evidence-based discussions in society.

There are several types of argumentation, initial one is classical argument which is the traditional model of argumentation that relies on three key rhetorical appeals comprising ethos, logos, and pathos[4; 9-13]. These appeals work together to build a persuasive and balanced argument. Pointing them out one by one, ethos and credibility refers to the speaker's or writer's credibility, authority, or trustworthiness. Establishing ethos helps convince the audience that the speaker is knowledgeable and has good intentions, making the argument more convincing. The next one is logos which connected with logic focusing

on the use of reasoning, evidence, and logical structure to support the argument. Logos appeals to the audience's rationality by presenting facts, statistics, data, and sound reasoning to prove the claim. While pathos involves appealing to the audience's emotions to engage them on a deeper level. By connecting with their feelings, values, or beliefs, the speaker can create empathy or passion for the argument, motivating the audience to accept the claim. In the Classical Argument, these appeals are often used together to create a comprehensive, persuasive case that resonates with the audience's intellect, emotions, and trust.

The Toulmin argument model is a framework for analyzing and constructing arguments, created by philosopher Stephen Toulmin [5; 87-100]. This method breaks down an argument into essential components to clarify its structure and logic, helping to evaluate its strength. By identifying these parts, such as the claim, evidence, and warrant, the Toulmin model allows for a more detailed analysis of how well the argument is constructed and whether its reasoning holds up. This approach is particularly useful in assessing the soundness and persuasiveness of complex arguments in various fields. The three primary elements of this model composing the main assertion or conclusion the speaker or writer is trying to prove as a claim. It is the position or statement that the argument supports. The facts, data, or information that provide support for the claim with the specific term evidence. Grounds form the foundation of the argument and offer justification for why the claim should be accepted. Lastly, the warrant which is the reasoning or logic that connects the grounds (evidence) to the claim [6; 45-48]. The warrant explains why the evidence supports the claim and bridges the gap between them. It often relies on assumptions that the audience is expected to accept. The Toulmin model is useful for dissecting arguments to ensure that they are logically sound and well-supported, particularly by focusing on the explicit connection between evidence and the claim.

The Rogerian argument is especially considered as a style of argumentation that focuses on building consensus and finding common ground between opposing sides. Unlike more adversarial approaches, the Rogerian model seeks to promote mutual understanding and cooperation by acknowledging the validity of opposing viewpoints. It emphasizes empathy and encourages both sides to move toward a compromise or solution that benefits all parties. There are a plethora of aspects of the Rogerian argument which including presenting the opposing viewpoint in a fair and respectful manner; identifying areas of agreement or shared concerns; proposing a solution that accommodates both perspectives, rather than pushing for a win-lose outcome. This approach is particularly useful in situations where emotions run high or conflicts are deeply entrenched, as it fosters dialogue and collaboration instead of confrontation.

Argumentation is prominently observed in political debates, where candidates utilize evidence, logic, and counterarguments to convince voters. For instance, in U.S. presidential debates, candidates engage in discussions on policies such as healthcare or immigration by presenting claims, offering supporting evidence, and refuting their opponent's positions. These structured arguments aim to strengthen their stance while undermining opposing viewpoints, ultimately persuading the audience of the validity of their proposed solutions. This type of argumentation relies heavily on logical reasoning and factual support to influence public opinion.

In news outlets such as 'The New York Times' and 'BBC' opinion writers frequently employ argumentation to convince readers on topics like social issues, climate change, or political reforms. They typically integrate data, expert opinions, and ethical considerations to support their claims. This approach not only strengthens their arguments but also appeals to both the logical and moral sensibilities of their audience, aiming to foster a more informed and engaged public response to critical issues.

Rhetorical tradition was started with Aristotle's works, he classified persuasive discourse into three modes involving credibility, logic and emotion [1; 37-38]. While

argumentation predominantly depends on logos, or logical reasoning and evidence, ethos and pathos also contribute to making arguments more compelling. Ethos establishes the trustworthiness of the speaker or writer, while pathos appeals to the audience's emotions, helping to engage and persuade them on a deeper level. The effective integration of all three modes can significantly enhance the overall impact of an argument.

Toulmin's argumentation model highlights the practical organization of arguments, with a particular emphasis on claims, grounds and warrants. This approach provides a clearer framework for analyzing and constructing arguments across various disciplines. By breaking down the components of an argument, the Toulmin model helps to explain how evidence (grounds) supports the main point (claim) through logical connections (warrants), offering a deeper understanding of the argument's structure and effectiveness in both academic and real-world contexts.

Critical discourse analysis (CDA) investigates how argumentation in media and politics serves to reflect and perpetuate power relations and ideological control. Discourse analysts, particularly those in fields such as linguistics, sociology, and political science, study how language is strategically crafted to shape public opinion and maintain or challenge societal hierarchies [3; 33-36]. In media, for example, certain arguments may subtly reinforce dominant ideologies by framing issues in ways that support existing power structures, often privileging the interests of elites or specific social groups. On the other hand, arguments that challenge prevailing norms or question authority may seek to subvert these power structures by offering alternative viewpoints or exposing contradictions within dominant discourses. This analysis also delves into how rhetorical strategies, such as word choice, framing, and metaphor, are used to control narratives, legitimize authority, or marginalize dissenting voices. By understanding the ways argumentation influences social and political realities, discourse analysts can reveal hidden mechanisms of power, manipulation, and resistance in everyday communication, particularly in media, politics, and public discourse.

Argumentation plays a crucial role in many aspects of life, including academic discourse, media, and politics. Moreover, developing strong argumentative skills allows individuals to critically analyze societal issues, make well-informed decisions, and actively participate in public discussions. For instance, structured argumentation enables people to present persuasive, evidence-based cases that not only aim to convince others but also encourage productive debate and the exchange of ideas. This capacity for reasoned dialogue is key to fostering a more informed and engaged society.

In conclusion, mastering argumentation is vital for engaging with the complexities of modern life. Additionally, it empowers individuals to think critically, articulate their views clearly, and engage constructively with others, making it a cornerstone of democratic participation and informed decision-making.

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OILAVIY MUNOSABATLARDA MULOQOTNING SAMARALI JIHATLARI

M. Nurmatova ¹*Annotatsiya:*

Ushbu maqolada oilaning ijtimoiy orni va oiladagi muloqotni samarali tashkil etish haqida yoritib o'tilgan. Oila a'zolarining xulq-atvor motivlari bayon etilgan. Muloqotga oid bilimlar va fikr-g'oyalar o'rganilgan.

Kalit so'zlar: Oila, ijtimoiy xulq-atvor, muloqot, maqsad, motiv.

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Har bir insonning ijtimoiy olam bilan aloqasi uning insoniyat tajribasi, madaniyati va ijtimoiy xulq normalari doirasidagi harakatlarida namoyon bo'ladi. Muloqot jarayonining namoyondalari bo'lmish olimlarning butun bir avlodi oilada o'sib ulga'yotgan aloqalar tizimi va insonning dunyoqarashi tub mohiyatini anglash kabi ijtimoiy xulq motivlaridan iboratdir. Inson shaxsining rivojlanishi va kamol topishi qonuniyatlarini o'rganish va tahlil qilish pedagogik-psixologik bilimlar bilan bog'liq. Insonlar bir-birlari bilan muloqotga kirishar ekan, ularning asosiy ko'zlagan maqsadlaridan biri — fikr-g'oyalariga ko'ndirish, harakatga chorlash, o'zaro ta'sir ko'rsatish, ustanovkalarni o'zgartirish va yaxshi taassurot qoldirishdir. Kommunikativlik qobiliyatlarni rivojlantirishda shaxslardagi individual psixologik xususiyatga ham alohida e'tibor berish lozim bo'ladi.

Bizga ma'lumki, barcha insonlar qobiliyatli bo'ladilar, biroq ularning barchasi ham o'zlaridagi qobiliyatlarni rivojlantirish bilan shug'ullanishmaydi. Oilada muloqotni samarali tashkil etishda o'zidagi umumiy va maxsus qobiliyatlarni rivojlantirishi lozim bo'ladi. Barkamol insonlarning muomala maromi, mulohaza yuritish uslubi, munosabatga kirishish uquvchanligi, vaziyatdan chiqish salohiyatiga boshqa odamlar ham taqlid qiladi va hayot tajribasida unga rioya etib yashaydi. Odamlar o'rtasidagi shaxslararo munosabat jarayonida g'ayritabiiy ijtimoiy holat yoki hodisaga ongli tayanish o'zini-o'zi mukammallashtirish, ro'yobga chiqarish, boshqarish, baholash, o'ziga-o'zi buyruq berish shaxsning ruhiy dunyosidagi muhim kamolot darajasidagi bosqichidir. Shuning uchun ichki va tashqi taqlidni tushunish hamda bosqichma-bosqich egallab borish bo'lg'usi mutaxassisning kasbiy tayyorgarligi hamda barkamol shaxs sifatida shakllanishining garovidir. Buning oldini olish imkoniyatlari mavjud bo'lib, asosan, quyidagilarga ahamiyat berish ijobiy samara beradi:

- hamkorlik faoliyatida, oilada muloqotlar tizimi orqali muloqot jarayonining barcha a'zolari o'rtasida insonparvarlik munosabatlarini tashkil qilish, emotsional yaqinlik muhitni yaratish imkoniyatini yuzaga keltirish;

- muloqotda ichki munosabatlar tizimida har bir a'zoning qulay mavqeini ta'minlashga qaratilgan tadbirlarni amalga oshirish;

- insonning muloqot xususiyatlari, maromi, usullari, shakllari to'g'risidagi axborotni egallashiga oid maxsus mashg'ulotlarni uyushtirishdan iboratdir.

Ko'pincha inson oila a'zosi bo'lmagan boshqa kishi bilan muloqotga kirishar ekan, asosiy maqsadi u kishini o'rganish bilan birga, o'zi haqidagi fikrlarni bilishga intiladi.

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Demak, odam o'zining aksini ko'rishi uchun ham iloji boricha ko'p odam bilan muloqotda bo'lishi kerak.

Inson o'zidagi ba'zi bir sifatlarni tekshirishi uchun va tasdiqlashi uchun, shu sifatlarni boshqa odamlarda (chuqurroq munosabatda, kengroq munosabatda bo'lishi) ham izlaydi. Agar shaxs, ba'zan o'zidagi sifatlarni boshqa kishilarda topmasa yoki uni tushunmasa (tushunmasalar) bu kishida o'ziga ishonchsizlik, o'zidan qoniqmaslik hissi kelib chiqadi, bu esa o'z navbatida kishida o'zidan norozilik, qo'rquv kabi ruhiy holatni yuzaga keltiradi. Oilada bunday muloqotlarning samaradorligi kommunikativ qobiliyatlarni shakllantirish davomida o'z-o'zidan diplomatik qobiliyat ham rivojlanadi. Muloqotning muvaffaqiyatli bo'lishi shaxsning shakllangan sifatlari, shaxsiy fazilatlarining ahamiyati juda katta, jumladan, shaxsda ijobiy shaxsiy fazilatlar: xushmuomalalik, kamtarlik, insonparvarlik, to'g'ri so'zilik, vijdonlilik kabi shaxsiy sifatlar bilan birga bilimlilik, mulohazalilik, notiqlik, intellektning rivojlanganligi ham muhim o'rin tutadi. Muloqot jarayonini samarali tashkil etishda muloqotni to'g'ri tashkil etish muhim o'rin tutadi. Quyidagi psixologik bilimlarga tayanigan holda tashkil etish maqsadga muvofiqdir:

- muloqotga kirishish va salomlashishda tabassum qilish;
- muloqot davomida o'zining samimiyligini bildirish;
- muloqot davomida o'zaro sabr bilan tinglashni o'rganish;

Oilada muloqotni ijobiy shakllantirish, munosabatlarda xafagarchilik hissini uyg'otmasdan turib boshqa odamga nisbatan o'zining ta'sirini o'tkazishdir. Masalan, shaxslararo munosabatlarda biron muammo yuzasidan norozilikni bildirishdan oldin avval uni maqtab qo'yish, suhbatdoshga buyruq berishni o'rniga savol bilan murojaat qilish; kichik yutuqlar bo'lsa ham uni so'z bilan maqtab qo'yish insondagi ijobiy emotsiyalarni uyg'otadi. Shu sababli inson uchun eng muhim narsa muloqotdagi sherigining (partnerining) o'zi bilan hamfikrligi ham inobatga olinadi. Oilada o'zaro muloqot jarayonida tabassum qilish, tinglash mahorati, suhbatdoshning qiziqishlarini inobatga olish, samimiy munosabat bildirishni shakllantirgan bo'lishi lozim. Muloqot har qanday odam, oila, jamiyat faoliyatining zaruriy va umumiy sharti, har tomonlama rivojlanishining muhim omili, ongli odamni tabiatdan ajratib turuvchi mezonlardan biridir. Muloqot juda murakkab jarayon bo'lib, u odamlarning o'zaro iqtisodiy, siyosiy, huquqiy, ijtimoiy-ma'naviy munosabatlarini, aloqalarining yigindisidan tashkil topadi. Oilada bir vaqtning o'zida har bir odamda ichki mazmun va mohiyat, tashqi ifoda hamda ularning mushtarakligi yoki mushtarak emasligi tarzida sezilib turadi. O'zaro munosabatlar va o'zaro muloqot jarayoni oilada ko'plab ilmiy bilimlarga tayanilgan holda tashkil etilishi ham maqsadga muvofiq tarzda amalga oshirilishi maqsadga muvofiqdir.

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TYPOLOGICAL CHARACTERISTICS OF LANGUAGE IN CONNECTION WITH THE NATURE OF THE SIGNIFICANT FUNCTION OF PHONEMES

B. Gafurov¹

Abstract:

This research thesis is aimed at identifying typological characteristics of language through phonetic-morphological analysis of the nature of the significative phonemic function. The validity of this process is associated with the inseparable phono-morphological connection of the phoneme and morpheme, since under certain word-formation circumstances within a lexeme and even a word form, a phoneme can easily induce morphemic manifestations in itself and vice versa. This and some other characteristic features of the functioning of phonemes through the prism of the morphological field are considered in the proposed scientific work.

Key words: morpheme, phoneme, borrowing, vocabulary, root, word formation, assimilation.

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In each language the number of morphemes is approximately the same and fluctuates between 3 and 5 thousand. All languages, even those with a high degree of cultural development, have borrowings from other languages. Thus, English contains up to 65% of Romanisms, i.e. words of Latin and Old French origin. In Japanese, about 65% are Sinicisms. The adopted borrowings are adapted in their morphophonological structure to the rules for assembling morphemes from phonemes accepted in a given language. In fact, this is what the adoption of a borrowing consists of. Let us consider the word 'seminar', which etymologically comes from the Russian language and entered the Chinese vocabulary, transforming into the word form 'si-min-na-er': The word-formation aspect of this lexeme comes from the fact that the syllables in it are built according to the phonetic and morphological norms that exist in the Chinese language and also acquired a morphemic aspect: si- ('in detail') -min ('to understand') -na ('accepted') -er (noun suffix). The Russian word bread in Chinese is le-ba, etc. When assimilating borrowings from phonetic and morphologically similar languages, their morphemic structure is not modified. The principle of constructing morphemes from phonemes is the most stable and quantitative characteristic of some types of languages. For example, the Chinese language has a morphemic formula IR: 21 (consonants) x 30 (vowels) x 4 (tones) = 2451 syllables and morphemes, of which about 1100 are realized. In the Khinarg language, the formula is as follows: SU - 53 x 17 = 901 syllable-morphemes. The morphemic formula in the Turkic language of the Orkhon inscription is CVCC, that is, 17 x 12 x 17 x 17 x 17 = 58,956. It should be noted that not all consonant phonemes occur at the beginning or end of a syllable. The potential number of morphemes in Tagalog for which the phonological morphemic formula is CVCVC is: 15 x 3 x 15 x 15 x 15 x 3 = 2451. The number of syllables in Japanese is 45. The root and base morphemes here are two- and three-syllable, and their number is comparable to the number of potential Tagil morphemes: 45 x 45 = 2025. In Indo-European languages (especially Russian), the number of potential sound combinations of morphemes is not limited. This is due to the fact that in Indo-European languages, the number of syllables in a morpheme can vary greatly. There is a certain balance in the ratio of

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vowels and consonants, when languages with a large number of consonants have relatively fewer vowels, and languages with a smaller number of consonants have relatively more vowels, and there is no standard phonetic formula for the number of phonemes in a morpheme. For example, in Arabic, the potential number of morphemes is calculated using the formula: $c \ o \ / \ vCo \ / \ vCo \ / \ vCo \ / \ v - 28 \times 28 \times 28 = 28145$.

These calculations do not take into account imperfective forms of morphemes. For example, the Tagalog perfective root formula is CVCVC, but Tagalog also has the abbreviations CV, V, CVC, and CVCV. The same is true for the Sami languages, which, in addition to the roots «1-letter» C-C-C, «1-letter» C-C-C, «1-letter» C, and «2-letter» C-C, have «3-letter» C-C. In addition, each language has a number of words with roots whose phoneme configuration is larger than that represented by the corresponding formula. For example, Tagalog has a word with the phoneme CVCVCVCVC, and Arabic has a word with the "four-letter" phoneme C-C-C-C. However, such computational subtleties cannot change the numerical order of potential morphemes. The example languages can be arranged numerically as follows. The data on this are given in Table 1 below:

1	2	3	4	5
Khinalug	Tagalog, Japanese	Chinese	Turkic, Arabic	Indo- European
890	2125	2451	28145	-

In the Khinalug languages, the number of syllables representing individual morphemes is significantly less than the number of morphemes necessary for the functioning of the language. Let us call such languages morphophonological inferior. Such a language needs morphosyntactic diversity. Morphological diversity can be achieved in only two ways:

- paradigmatically - by developing morphemic polysemy and synonymy;
- syntactically - by combining morphemes (morphosyntax).

Morphosyntax is equally oriented toward the formation of complex morphemes from simple ones and toward the formation of words by combining simple and complex word roots and word stems with auxiliary morphemes (according to uniform morphosyntactic rules). Such languages are called morphologically related. Etymology is difficult to determine due to polysemy and synonymy of word roots. Rows 2 and 3 in the table above are occupied by languages in which spelling has morphological significance (morphological and syllabic boundaries coincide). However, there are exceptions when one morpheme can consist of several syllables. The grammar of such languages is based on the principle of articulation. This means that auxiliary morphemes are added to nominal morphemes without changing the phonemic structure of the root or stem. Word formation occurs according to the principles of morphemic composition and word formation. The process of harmonization is expressed to a lesser extent or is not expressed at all.

Tagalog has relatively few homophones, Japanese often has homophones, and Chinese often has homophonized roots. From Tagalog, which has relatively few homophones, to Japanese, where homophones are common, and Chinese, where there are many homophones: $cvcvcvc \rightarrow cvcvc(cvc) \rightarrow IR$. In Turkic and Semitic languages (4th row), where morphemes are formed from phonemes, the number of potential phoneme combinations is orders of magnitude greater than the number of necessary morphemes. Thus, stem homophony is minimal here, and the nature of the acquisition of morphemes from phonemes strictly determines the order of combination of partitive and pragmatic morphemes and quantitatively limits the potential number of such combinations. In Turkic languages, vowels are included directly in the roots of words. These are suffixal languages, and suffixes are added to the roots of words according to strict rules: from suffixes without a general meaning to suffixes with a more general meaning, denoting the endings of words. The process of assimilation is a common phenomenon here.

In Arabic, the consonants of the root and the grammatical meanings of the "three letters" are transmitted by sound reduction.

In languages where morphosyntactic competence significantly exceeds morphosyntactic requirements, strict morphosyntactic ordering is realized either by suffixation or by transposition. Such languages are called morphologically ordered.

The Indo-European morphologically ordered type (row-5) does not imply an exact formula for the order or number of phonemes in morphemes. The processes of habituation and assimilation are widespread here. Morphemic types are fusional, the phonemic structure of the affix is reflected in the structure of the word stem and vice versa. Stress is generally mobile and can influence the process of redistribution of morphological boundaries within a word. Morphological segmentation of words does not depend on the segmentation of syllables. Such languages are called morphologically free.

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SOME CONSIDERATIONS ON ARTISTIC DISCOURSE

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Abstract:

The paper analyses some characteristic features of artistic discourse as one of the types of discourse. Different points of view of linguists about artistic discourse, the functions of artistic text are discussed.

Key words: pragmalinguistics, sociolinguistics, discourse, artistic discourse, literary text, language, writer, reader, artistic integrity.

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Discourse refers to the use of language beyond single sentences. Discourse is an important study for the language because it allows individuals to express their ideas and thoughts effectively, understand and interpret the perspectives and opinions of others, and build relationships through effective communication.

In linguistics, discourse refers to a linguistic unit longer than a single sentence. The word discourse is derived from the Latin language *dis-* meaning "away" and the root word *currere* meaning "to run." Discourse, therefore, is translated as to "run away" and refers to the way conversations flow. To study discourse is analysing the use of spoken or written language in a social context. Discourse studies look at the form and function of language in conversation beyond its small grammatical pieces, such as phonemes and morphemes. Discourse is studied in sociolinguistics and pragmalinguistics.

One of the central theoretical questions that modern philological science is facing is the question of artistic discourse, i.e., how artistic enters into language, speech, and text. If in previous eras and in previous paradigms it was preferred to speak of such objects of literary theory as "artistic (poetic) language" and "artistic (poetic) speech", now it is discourse that became the object of the theory of language and literature. The concept of linguistic aesthetics presupposes an integral approach to language in its aesthetic function, to the aesthetics of verbal creativity. Linguistic esthetic theory at the present stage is based on such basic categories as artistic sign, artistic semiosis, artistic message, artistic communication. One of these categories is artistic discourse.

Romantic concepts of language are reflected in linguistic thoughts of A.A. Potebnya. In particular, on such a concept as "artistic integrity" (going back to Humboldt's idea of art as "integrity"), which played an important role in modern ideas about the languages of art. E.Kant's autonomy" of art affected almost all concepts of new art of the twentieth century, starting with aestheticism with its slogan "art for art's sake".

At the beginning of the XX century the focus of understanding the nature of art has radically shifted towards the study of artistic form as the most important element of an aesthetic object. Moreover, this understanding was consolidated not only among supporters of the "formal method". The concepts of art as formal, constructive and further actional mode of human activity comes to the first plan. At the same time, the conceptual attribute "artistic" does not lose its significance, but, on the contrary, increases its terminological valencies, thereby endowing its referent - the field of art - with new conceptual parameters and properties.

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Artistic discourse is one of the types of discourse and it is the expression of figurative meaning in an artistic work using language tools. From this point of view, artistic discourse is no different from ordinary conversational speech, but it performs, first of all, an aesthetic function.

Most often, artistic discourse is understood as fiction but it is far from sufficient. In addition to literature, artistry is also present in other forms of art with verbal component, for example, in a film, a theatre performance, a song. All these forms of creativity use artistic expressions, and, therefore, serve as varieties of artistic discourse as an aesthetic activity.

There are two main functions of a literary text: "creative function of manifestation of meaning" and "referential function of responsibility to meaning."

Creative, receptive and referential versions of the aesthetic discourse presuppose the corresponding competencies of the communicative event: "The specificity of aesthetic discourse (artistry) is the resultant of these three vector competencies and is nothing more than one of the fundamental communicative cultural strategies".

V.A.Maslova writes about artistic discourse in the aspect of linguistic and poetic consideration characterizing its distinctive features. Firstly, artistic discourse "creates a special, virtual reality, offers its version, a model of the world". Secondly, it is "a dynamic process of interaction between author and reader, on the one hand, and linguistic, social and cultural rules, on the other hand". And thirdly, artistic discourse "is created by social-individual reality, i.e. through concepts, categories and other meaning-generating speech processes". Perhaps such characteristics could be applied to any type of discourse in a culture, therefore, they are unlikely to be specific to artistic activity as such. On the other hand, the definition of artistic discourse is given here as a communicatively directed verbal work that has aesthetic value revealed in the process of its perception".

The important factor is aesthetic value of artistic discourse, however, it is revealed, in our opinion, not only in the process of perceiving a work of art (in this case, it is enough for the interpreter to accept any statement as aesthetic without context), but also taking into account the entire communicative situations of production, transmission and reception of aesthetic messages.

So, the artistic discourse is one of the most complex concepts in discourse theory. Each linguist interprets it in his own way, taking into account certain aspects of its nature. Artistic discourse is embodiment of a verbal message that conveys subject-logical, aesthetic, figurative, emotional and evaluative information, combined in the ideological and artistic content of the text into a single whole.

Any literary text admits plurality of its interpretations, which is caused by uniqueness of the literary work as a psycho-aesthetic phenomenon. The literary work is created by the author, in which he expresses author's individual ideas about the world, the knowledge of reality/events by means of certain language means, at the same time the author provides information for the potential reader.

Summarizing all interpretations with respect to the considered concepts, we can cite a definition: literary text – is a multifaceted, metaphorical reflection of reality, it is communication with a reader at the level of presuppositions, propositions, subtext, intertext, etc. It is characterized by a pragmatic focus, which is closely connected with the aesthetic function of the impact on the reader.

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TERMINOSISTEMANING KONSEPTUAL MOHIYATI

F. Vaxidova¹*Annotatsiya:*

Ushbu maqolada terminosistemaning konseptual mohiyati chuqur tahlil qilingan va kognitiv yondashuvni ilgari surish g'oyalari tadqiq etilgan. Shuningdek, "terminshunoslik" va "terminotizim" terminlari tafovuti, o'xshashligi, matnlarda qo'llanilishi va tizimliliigi hamda ularning sinonimlar sifatida qo'llanilishi batafsil yoritilgan.

Kalit so'zlar: kognitiv yondashuv, terminosistema, kognitiv tuzilma, termin, konsept.

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XX asr oxiri – XXI asr boshlarida zamonaviy tilshunoslik yutuqlari ta'siri ostida va axborot jamiyati ehtiyojlari bilan bog'liq holda, terminologik birliklarni tahlil qilishda yangi – kognitiv yondashuv yuzaga kelgan. S.V.Grinyovning so'zlariga ko'ra, terminologiyada kognitiv yondashuv «nafaqat ilmiy bilimlarning rivojlanish xususiyatlarini o'rganish, balki umuman insoniyat madaniyati va sivilizatsiyasining rivojlanish yo'llarini o'rganish uchun» muhimdir.

Rus tilshunosligida "kognitiv terminologiya" ilmiy maktabining asoschisi E.I.Golovanova hisoblanadi. Ushbu yo'nalish ilmiy bilish va fikrlashda atamalarning rolini o'rganib, kognitiv tilshunoslikning yutuqlari va usullaridan, xususan, kognitiv semantikadan foydalanadi. Hozirgi vaqtda V.M. Volodina, L.V. Ivina, L.A. Manerko, V.F. Novodranova kabi rus olimlari ham terminologiyada kognitiv yo'nalishni rivojlantirmoqdalar. E.I.Golovanovanning mulohazalariga qo'shilgan holda biz terminini o'rganishning kognitiv jihati bilan bog'liq bo'lgan kommunikativ-diskursiv yondashuvni hisobga olishni zarur deb bilamiz. Aynan u kasbiy kommunikatsiyaning zarur vositasini, faoliyat jarayonida kasbiy bilimlarni dolzarblashtirish vositasini ko'rishga imkon beradi.

Inson kasbiy faoliyatining ma'lum bir sohalaridagi barcha terminlar tahlilga tortilishi lozim, degan xulosaga kelish mumkin. Mazkur terminlar majmuasini belgilashda tadqiqotchilar "terminshunoslik", "terminotizim" va "terminomaydon" tushunchalariga murojaat qilgan, lekin bunda mazkur terminlar haqida yagona fikr hanuzgacha mavjud emas.

Umumiy terminshunoslik sohasidagi ko'plab olimlar terminlar majmuyini terminologiya, deb atashadi. Jumladan, O.S.Axmanova terminshunoslik deganda "ongli ravishda tartibga solinadigan leksikaning alohida sektori (plasti)ni tashkil etuvchi, bilimning mazkur sohadagi terminlar majmuyini tushunadi. Kognitiv nuqtai nazardan, bu atama nafaqat biron bir soha haqidagi bilimlarni verbal tarzda qayd etadi, balki ma'lum bir sohani tegishli bilim sohalarini bilan bog'laydi. Shuningdek, u ko'pincha ilmiy va tor ixtisoslashgan diskurslarda kundalik bilish elementlarini taqdim etadi. Shunday qilib, bu termin (terminologiya) axborot-kognitiv tuzilma professional kommunikatsiya jarayonida zarur bo'lgan maxsus bilimlarni to'playdigan va saqlaydigan model sifatida qaraladi.

Shunga o'xshash ta'rif "Терминоведческие проблемы редактирования" nomli ilmiy ishda ham keltirilgan: "Terminologiya – bu fan yoki texnikaning, umuman olganda, inson

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bilim yoki faoliyatining maxsus sohalarida tarixan shakllangan tushunchani ifodalaydigan terminlar to'plamidir".

Tadqiqotchilarning ikkinchi guruhi terminlar to'plamini terminshunoslik sifatida emas, balki terminosistema, ya'ni terminotizim deb qayd etishadi: "terminotizim" – bu o'zaro bog'liq va yagona narsani tashkil etuvchi o'zaro taqozo etilgan qismlarni shakllantiruvchi to'plam bo'lib, bunda asosiy o'rinlarni bazaviy terminlar egallaydi.

"Terminotizm – bu ma'lum bir bilimlar va faoliyat sohasidagi mantiqiy semantik va boshqa munosabatlar bilan bog'liq bo'lgan asosiy tushunchalarni nominatsiyalashni ta'minlovchi terminlar to'plamidir".

Keltirilgan fikrlarga qo'shilmaslikning iloji yo'q, chunki har qanday termin faqatgina tizim chegarasida faoliyat yuritishi mumkin. Termin tushunchalar tizimining ajralmas elementi hisoblanganligi uchun ham ma'lum o'rin egallaydi. Bundan tashqari, tizimning barcha terminlari to'plam sifatida qat'iy tuzilmaviylikka ega va terminosistema haqida gapirganda biz, birinchi navbatda, terminshunoslikni kognitiv, ya'ni inson kommunikativ faoliyati bilan bog'liq tizim sifatida tushunamiz.

Yuqorida bildirilgan fikrlarga asoslangan holda shuni ta'kidlash mumkinki, kognitiv tilshunoslikda "terminshunoslik" va "terminotizim" tushunchalariga keltirilgan ta'riflar ko'p hollarda o'xshash. Ularni birlashtiruvchi xususiyat bu tushunchaviy va mazmunli tizimlilikdir. Buning natijasida terminshunoslik tadqiqotlarida bu ikki termin sinonimlar sifatida qo'llaniladi. Xususan, R.Yu.Kobrin terminshunoslik terminlar majmuyi, terminotizim esa shartli ravishda tartibga solingan, kodifikatsiyalangan terminologiya, deb ko'rsatib, ushbu terminlarni sinonimlar sifatida qo'llashni taklif etadi.

V.M.Leychikning fikricha, terminshunoslikning terminotizimdan farqi shundaki, terminshunoslik to'planib boradi, terminotizim esa shakllanadi. Bunda terminshunoslikning asosiy birliklari sifatida oldterminlar (terminoidlar)ni, terminotizimlar asosiy birliklari sifatida esa terminlarning o'zini qayd etish mumkin.

Shunday qilib, biz R.Yu.Kobrinning "terminshunoslik" va "terminotizim" terminlari sinonimlar sifatida qo'llanilishi lozim, degan nuqtayi nazarini qo'llab-quvvatlasak-da, tizimlilikning asosiy xususiyati tufayli "terminotizim" terminini ishlatishni afzal ko'ramiz.

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ERKAKLARGA XOS OG'ZAKI XULQ-ATVORNING LEKSIK XUSUSIYATLARI

Z. Ergasheva ¹*Annotatsiya:*

Ushbu tadqiqot ishida erkak nutqida ko'zga tashlanadigan gender farqlar tadqiq etilgan. Tadqiqot ishida erkaklarning nutqlari bir qator o'ziga xos jihatlari bilan ular tomonidan aytiladigan nutqdan farq qilinishi, shuningdek, ushbu farqlar masalariga nisbatan turli toifadagi nazariyalar hamda ularning mohiyati ochib berilgandir.

Kalit so'zlar: female speech, male speech, female languages, stylistic units, literary standards, morphological advantages, theories of the third category, gender classification of speech.

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Bugungi kunda mamlakatimizda professional muloqotning gender jihatini, tilning xarakteristik xususiyatlari va undagi jinsning namoyon bo'lishi o'rtasidagi munosabatni o'rganish istiqbolli vazifalardan biridir. Jins u yoki bu yo'llar bilan inson haqidagi barcha fanlarni ko'rib chiqadigan va o'rganadigan universal hodisalardan biridir. Jins tushunchasiga shu vaqtgacha tilshunoslikda katta e'tibor qaratilmagan bo'lsa, so'nggi paytlarda tadqiq qilinayotgan ilmiy ishlar erkak va ayol xulq-atvorining nazariy modelini yaratish uchun boy asos yaratmoqda. Shunga qaramasdan, ko'pgina masalalar hali ham munozarali bo'lib qolmoqda va qo'shimcha tadqiqotlarni talab qiladi. Erkak nutqi ma'lumotlar, faktlar, raqamlar va mantiqiy xulosalar bilan to'yingan bo'lib, unda aniq ma'noga ega so'zlar ustunlik qiladi. Ayollarning nutqi esa hissiyotga boydir, ushbu nutqda so'zlarning o'zi emas, balki ular talaffuz qilinadigan intonatsiya (talaffuz zayli) muhimroqdir va ayollarning o'zlari o'rtasida muloqot odatda og'zaki bo'lmagan darajada (noverbal usulda) amalga oshiriladi.

Mojaroni boshlagan va kooperativ bo'lmagan muloqot sharoitida bo'lgan odam o'z nutqida pejorativ, odobsiz va invektiv so'zlardan foydalanadi. Mojaroni boshlagan kishining nutqida so'zlashuvning turli xil muhim qismlari salbiy ma'noga ega bo'lishi va pejorativ rangga ega bo'lishi mumkin.

'I'd like to know how you ended up in this quagmire. Did you have a story or didn't you?' he snapped briskly. [SL, 160]

Matnning ushbu segmentida erkak kommunikator manzil egasi qanday vaziyatda bo'lganini baholash uchun salbiy ma'noga ega botqoqli ismdan foydalanadi. To'g'ridan-to'g'ri ma'nosida bu so'z "botqoq, botqoq" bog, morass, marsh deb tarjima qilinadi, ammo vaziyatni tavsiflash uchun uning majoziy ma'nosi - a difficult, complex or dangerous situation [AHD], murakkabligini ko'rsatish uchun ishlatiladi. vaziyat va uning turg'unligi, shu bilan sodir bo'layotgan voqealarga salbiy ma'no beradi.

Odobsiz til mojaroni boshlagan odamning nutqi uchun ham xosdir. Konflikt tashabbuskori nutqida odobsizlik sifatida erkaklar ot va sifat, shuningdek kesim va zarralar vazifasini bajarishi mumkin.

Do you realize who the fuck you're talking to? [HT, 15]

Ushbu misolda nizoning tashabbuskori erkak. Do you realize who the fuck you're talking to? the fuck - zarrachalarni kuchaytiruvchi vosita. Argo iboralar lug'atida ushbu zarrachaning maqsadi quyidagicha ta'riflangan: a particle intensifier used with some verbs to

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express strong disgust or anger; questioning interjection [TOSD]. Ushbu zarrachadan foydalanib, nizo tashabbuskori o'zining g'azablanish va g'azablanish hissiy reaksiyasini etkazadi, shuningdek butun bayonotga kuchli norozilik sohasini beradi.

Invektiv lug'at korpusi mojaroning erkak tashabbuskori nutqida keng namoyon bo'ladi. Yuqorida aytib o'tganimizdek, biz insonning biologik tabiati, insonning intellektual va irodaviy sohasi, shaxsning axloqiy-axloqiy asoslari, shaxsning hissiy va psixologik xususiyatlari, insonning ijtimoiy sohasi, shaxsning jins xususiyatlari. Keyinchalik, biz mojaroni boshlagan odamning nutqidagi invektiv lug'atning o'ziga xos xususiyatlarini batafsil ko'rib chiqamiz.

"Insonning biologik tabiati" guruhiga tashqi ko'rinishdagi yosh, sog'liq holati va boshqa fiziologik anormalliklarni tavsiflovchi invektivlar kiradi.

Mojaroni tashabbuskori tomonidan foydalanilgan va ayol-adresat bilan bog'liq bo'lgan invektivlarning tarkibiy tahlili quyidagi tez-tez takrorlanadigan elementlarni aniqlashga imkon berdi: woman; ugly; unpleasant. Shunga asoslanib xulosa qilish mumkinki, ayol uchun jismoniy jozibadorlik va go'zallik muhim bo'lganligi sababli, invektivlar, ziddiyatli ta'sir o'tkazish vositasi sifatida aynan shu sohaga ta'sir qiladi.

I screamed words I couldn't have imagined coming out of my mouth: "You ugly bitch! You ugly, dog-faced bitch!" [AF, 87]

Ushbu misolda, mojaroning tashabbuskori sifatida ish tutgan erkak ayol adresatni haqorat qiladi. Bu yerdagi bitch ot so'z turkumi adresatning jinsini ochib beradi va umumiy salbiy ma'noga ega (spiteful and haughty woman [MWD]). Ugly va dog-faced qaram sifatlar invektiv qurilishning semantik yukini ko'taradi. Ularning ikkalasi ham mojaroni boshlagan odamning adresat-ayolning jismoniy ma'lumotlarini, xususan uning tashqi ma'lumotlarini xafa qilish niyatini namoyish etadi.

Insonning intellektual va irodaviy sohasiga qaratilgan invektivlar aksariyat hollarda adresat ongiga, uning soddaligiga, ba'zi bir vazifalarni bajara olmasligi va ko'rish qobiliyatiga ta'sir qiladi. Haqiqiy materiallarga asoslanib aytishimiz mumkinki, ahmoq so'zi ko'plab sinonimlarni qo'lga kiritdi, ularning har biri ma'lum bir ekspresiv salohiyatga ega, turli xil qo'pollik darajasi va turli xil foydalanish doirasiga ega.: idiot, imbecile, moron, dummy, dullard, dolt, retard, va boshqalar. Ulardan foydalanishning o'ziga xos xususiyati yuqoridagi barcha so'zlarning bir jinsli kommunikativ harakatlar uchun xos bo'lganligi, ya'ni. adresat ham erkak. Mojaroni boshlagan erkak ayol adresatiga murojaat qilganda, unchalik aniq bo'lmagan sifatlar va o'xshash semantikaga ega ismlarni ishlatish bilan tavsiflanadi., stupid, silly, fool.

So'z yasalishi nuqtai nazaridan murakkab ismlar bilan ifodalangan invektivlarni ko'rib chiqish qiziq. Murakkab ismning tarkibiy qismlaridan biri salbiy ma'noga ega bo'lgan sifatsiz (zaif, zaif), ikkinchisi esa kognitiv faoliyat bilan bog'liq somatizmdir. Ushbu invektivlarning har biri qabul qiluvchining qoniqarsiz aqliy qobiliyatlari haqida gapiradi. Invektive lug'atining hosil bo'lish xususiyatlarini bizning materialimiz yordamida kuzatishlar shuni ko'rsatdiki, invektivlar ushbu printsipl asosida shakllanadi.:

Breathing heavily, he growled, 'You bastard!' [AH, 372]

O'zining salbiy hissiy reaksiyasini ifodalash uchun mojaroning tashabbuskori bastard ismini ishlatadi - a person, especially one who is held to be mean or disagreeable [AHD] - yomon, jirkanch odam.

Invektiv, shaxsning hissiy va psixologik xususiyatlarini ta'kidlab, har xil. Bu juda tez va sekin, issiq va sovuq bo'lishga qaratilgan bo'lishi mumkin.

"Mrs. Lloyd Mason" - Crawford Sloane employed the cutting tone he used occasionally for repulsive items in the news - "has anyone told you lately that you are a cold-hearted bitch?" [AH, 276]

Invektiv xarakterning sifatsiz-nominal birikmasi, mojaroni boshlagan odam tomonidan ishlatiladigan a cold-hearted bitch, manzilning hissiy va psixologik sohasiga ta'sir

qiladi. Ushbu iborada bitch oti dominant emas. Bu adresatning umumiy noroziligini, suhbatdoshga nisbatan salbiy his-tuyg'ularini ifodalaydi. Invektivning semantik yadrosi sifatlovchi qism - cold-hearted sifatdir. Yurak (heart) aqlni o'zida mujassam etgan boshdan (head) farqli o'laroq, hissiyotlarning ramzi deb hisoblanadi. Cold so'zining birinchi qismi butun murakkab sifat ma'nosini o'zgartiradi va hissiyotsizlik, sovuqqonlik va befarqlik ma'nosini beradi. Insonning ijtimoiy sohasiga ta'sir ko'rsatadigan invektivlar uning ijtimoiy roli va mavqeini, shuningdek, jamiyatning boshqa a'zolari bilan munosabatlarini aks ettiradi. Moddiy boyligi past odamni haqorat qilishga qaratilgan invektivlar bizning materialimizda quyidagi lingvistik birliklar bilan ifodalanadi: hobo, bum, tramp, vagabond va boshqalar. Ularning yordami bilan nafaqat kambag'al, balki beparvo hayot tarzini olib boruvchi shaxs.

Yuqori ijtimoiy mavqe va moddiy boylikni haqorat qilishga qaratilgan invektiv moddiy tarkibimizda quyidagi birliklar bilan ifodalanadi: bigwig (katta zarba), wastrel (isrof), prodigal (sarf qiluvchi) va boshqalar. Ijtimoiy mavqidan pastgacha bo'lgan harakat aks ettirilgan gold-digger (-ing), opportunist (-ic) va boshqalar kabi invektiv birliklar tomonidan. Ushbu guruhga shuningdek, adresatning yomon odatlari (drunker, junkie va boshqalar), uning turmush tarzi (idler, loafer, rake, va boshqalar) va ijtimoiy roli yoki kasbi (pimp, bastard va boshqalar).

Invektiv so'z birikmalaridan foydalanishning o'ziga xos xususiyati uni ishlatishda namoyon bo'ladi, bu adresat jinsiga bog'liq. Materialni tahlil qilish shuni aytishimiz mumkinki, erkak adresat bilan munosabatlarda mojaro tashabbuskori boshqalarnikiga qaraganda intellektual-irodaviy sohaga qaratilgan gender invektivlari va invektivlaridan ko'proq foydalanadi.

Jinsiy invektivlar adresantning gomoseksualligini ko'rsatadigan semantikasi bo'lgan ismlar bilan ifodalanadi (chicken, pansy, faggot va boshqalar). Insonning intellektual va irodaviy sohasiga ta'sir ko'rsatadigan invektivlar ko'pincha adresatning ahmoqligini ko'rsatadigan semantikasi bo'lgan ismlar bilan ifodalanadi (moron, idiot, dummy va boshqalar).

Ayol adresatiga nisbatan, mojaroni boshlagan erkak, odamning biologik va intellektual-irodaviy sohasiga qaratilgan gender invektivi va invektivdan ko'proq foydalanishga moyil. Qabul qiluvchi ayolga qaratilgan jins va biologik invektiv sohalari ayolning tashqi ma'lumotlari (bo'yi, vazni, go'zalligi, ozoda) tekisligida kesishadi, shuning uchun hayotning aynan shu tomoniga ta'sir qiluvchi eng keng tarqalgan sifatlar-nominal iboralar (old whore, ugly witch va boshqalar).

Adresat ayolga qaratilgan gender invektivligi, shuningdek, ayolning jinsiy aloqalari sohasiga ta'sir qiladi, bu uning bepushtligi va mavjudligini (cheap slut, sad whore va hk) ko'rsatadi. Konfliktning erkak tashabbuskori ham tez-tez adresat ayolining intellektual-irodaviy sohasiga qaratilgan invektivdan foydalanadi, shu bilan birga erkak manzilga qaratilgan xuddi shu invektiv guruh bilan taqqoslaganda, ushbu kichik guruhning invektiv so'z boyligi spektri unchalik keng emas va semantikasi bilan ayollarning ahmoqligini ko'rsatadigan sifatlar bilan ifodalanadi (silly, stupid).

Shunday qilib, nizo tashabbuskori odamining og'zaki xulq-atvorining leksik xususiyatlarini tahlil qilib, quyidagilarni xulosa qilishimiz mumkin: 1) kooperativ bo'lmagan muloqot sharoitida nizo tashabbuskorining salbiy hissiy holati bilan bog'liq, emotsional-ekspressiv lug'at salbiy ma'noga ega; u vaziyatni, manzilni va uning harakatlarini va boshqalarni baholashga qaratilgan nutqning turli qismlari (ismlar, sifatlar, fe'llar, qo'shimchalar) bilan ifodalanishi mumkin. va pejorativ bo'ling; 2) behayo lug'at korpusi unchalik keng emas va tor doiradagi leksemalar hosilalari bilan ifodalanadi (fuck, shit, damn va boshqalar); odobsiz lug'at mojaro tashabbuskorining kooperativ bo'lmagan aloqa holatiga salbiy munosabatini aks ettiradi va asosan otlar va sifatlar, shuningdek kesim va zarralar bilan ifodalanadi. 3) invektiv lug'at keng tarqalgan; erkak adresatiga nisbatan invektivdan tez-tez foydalanish xarakterlidir, bu insonning intellektual va irodaviy sohasiga hamda uning jins

xususiyatlariga qaratilgan; adresat-ayolga nisbatan - insonning biologik va intellektual-irodaviy doirasi, shuningdek, uning jinsi bilan bog'liq bo'lgan adresat xususiyatlari to'g'risida; Ushbu tez-tez ishlatiladigan inaktiv guruhlarning o'ziga xos xususiyati jinsdan qabul qiluvchiga qarab farq qiladi va inaktiv semantikasida o'zini namoyon qiladi.

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DAVOMIYLIK FAZASINING ASOSIY XUSUSIYATLARI

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Annotatsiya:

Davomiylik fazasi tilshunoslikda harakat yoki jarayonning uzluksiz davom etishini ifodalovchi kategoriya sifatida keng tahlil etiladi. Davomiylik fazasining asosiy xususiyatlari, jumladan uzluksiz harakat, vaqt doirasida mavjudlik, aspektual kategoriya bilan bog'liqlik, aniqlik va ravshanlik, davomiylikning asosiy bosqichlari va kontekstual shart-sharoitga taalluqlilik misollar bilan yoritib berilgan. Shuningdek, turli tillarda davomiylik fazasini ifodalovchi grammatik shakllar va ularning o'ziga xos xususiyatlari tahlil qilinadi. Ushbu tahlil davomiylik fazasining tilshunoslikda umumiy aspektual tizimdagi ahamiyatini ochib beradi va harakatning vaqt va sharoitga bog'liqligini tushunishga yordam beradi.

Kalit so'zlar: davomiylik fazasi, uzluksiz harakat, aspektual kategoriya, vaqt doirasida mavjudlik, kontekstual shart-sharoit, fe'l shakllari, aspektual tizim, o'zbek tili davomiylik, Ingliz tili davomiylik.

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Davomiylik fazasi tilshunoslikda harakat yoki jarayonning davom etuvchi qismini ifodalovchi kategoriya bo'lib, u turli tillarda turlicha ifodalanadi. Bu faza harakatning to'xtovsiz davomiy holatini ko'rsatib, tilning vaqtni ifodalash tizimida muhim o'rin tutadi. Quyida davomiylik fazasining asosiy xususiyatlari ko'rib chiqsak:

1. Uzluksiz Harakatni Ifodalash

Davomiylik fazasi, avvalo, harakatning uzluksiz davom etishini ifodalaydi. Bu harakat boshdan oxirigacha uzilishsiz davom etayotgan jarayonni aks ettiradi. Masalan, "U yozyapti" iborasida "yozyapti" fe'li aynan harakatning davomiyligini bildiradi, bunda jarayon davom etayotganligi, to'xtash vaqti kelmaganligi ma'lum qilinadi.

Uzluksiz harakatni ifodalovchi davomiylik fazasiga oid quyidagi misollar jarayonning uzluksiz davom etishini ko'rsatadi:

O'zbek tilida:	Ingliz tilida:
Men kitob o'qiyapman. – Bu jumlada o'qiyapman fe'li harakatning hozirgi paytda uzluksiz davom etayotganligini bildiradi.	She is reading a book. – Bu iborada is reading davomiy shakli harakatning ayni paytda davom etayotganligini ko'rsatadi.
Ular film ko'rishyapti. – Bu yerda ko'rishyapti fe'li harakatning davom etayotganligini va hali tugamaganligini ta'kidlaydi.	They are watching a movie. – Are watching ifodasi harakatning uzluksiz davom etayotganligini bildiradi.
Biz yomg'irda yurib turibmiz. – Yurib turibmiz iborasi jarayonning uzluksiz davom etayotganini anglatadi.	I am working on my project. – Am working iborasi ishning ayni damda uzluksiz davom etayotganini ta'kidlaydi.

Bu misollar davomiylik fazasining harakat yoki hodisaning ayni paytda va uzluksiz davom etayotganligini qanday ifodalashini aniq ko'rsatadi.

2. Vaqt Doirasida Mavjudlik

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Davomiylik fazasi vaqt bilan chambarchas bog'liqdir. U, odatda, harakatning ma'lum bir vaqt oralig'ida davom etganligini yoki etayotganligini ko'rsatadi. Ingliz tilida Present Continuous, Past Continuous, Future Continuous kabi davomiy zamon shakllari harakatning ayni bir paytda sodir bo'layotganligini ta'kidlaydi, masalan, *They are studying* (Ular o'qishyapti) – bu harakat ayni paytda davom etayotganligini bildiradi. Vaqtning ta'kidlash bilan davomiylik fazasi harakatning aniq yoki noma'lum vaqt davomida sodir bo'lishini ifodalaydi.

Vaqt doirasida mavjudlikni ifodalovchi davomiylik fazasiga oid quyidagi misollar harakat yoki jarayonning ma'lum bir vaqt oralig'ida sodir bo'layotganini ko'rsatadi:

O'zbek tilida:	Ingliz tilida:
<i>U bugun ertalabdan beri uy tozalayapti.</i> – Bu jumlada <i>tozalayapti</i> fe'li harakatning aynan bugun ertalabdan beri davom etayotganini bildiradi.	<i>She has been studying since morning.</i> – Bu iborada <i>has been studying</i> davomiy shakli harakatning aynan ertalabdan beri davom etayotganini bildiradi.
<i>Ular hozir loyihada ishlashyapti.</i> – Bu yerda <i>ishlashyapti</i> so'zi harakatning hozirgi vaqtda davom etayotganligini ko'rsatadi.	<i>They are working on the project this week.</i> – <i>Are working</i> ifodasi harakatning ushbu hafta davomida davom etayotganligini ta'kidlaydi.
<i>Biz soat uchdan beri yomg'irda yuribmiz.</i> – <i>Yuribmiz</i> fe'li jarayonning ma'lum vaqt oralig'ida, ya'ni soat uchdan beri davom etayotganini anglatadi.	<i>I was reading a book from 2 to 4 PM.</i> – <i>Was reading</i> iborasi harakatning ikki va to'rt orasida davom etgan vaqt oralig'ini bildiradi.

Bu misollar davomiylik fazasining vaqt doirasida qanday ifodalanishini ko'rsatib beradi. Harakat ma'lum bir vaqt oralig'ida uzluksiz davom etayotgan holda ifodalanmoqda.

3. Aspektual Kategoriya Bilan Bog'liqlik

Davomiylik fazasi aspektual kategoriya bilan yaqin aloqada bo'lib, harakatning ichki tuzilishini ta'kidlaydi. Aspekt tilshunoslikda harakatning turli bosqichlarini belgilashda qo'llanilib, davomiylik fazasining mazmunini kengaytiradi. Bu, odatda, harakatning biror nuqtada davom etishi yoki muntazam ravishda sodir bo'lishi orqali ifodalanadi. O'zbek tilidagi “-moqda”, “-yapti” kabi affikslar va ingliz tilidagi Continuous zamon shakllari davomiylik fazasini ifodalash uchun ishlatiladi.

O'zbek tilida:	Ingliz tilida:
<i>U yozishni boshladi.</i> – Bu jumlada <i>boshladi</i> so'zi harakatning boshlanishini, ya'ni inxoativ (boshlanish) aspektini bildiradi.	<i>She began writing.</i> – Bu jumlada <i>began</i> so'zi harakatning boshlanish bosqichini bildiradi (inchoative aspect).
<i>U yozib turibdi.</i> – Bu yerda <i>turibdi</i> shakli davomiy jarayonni, ya'ni kontinuativ (davomiy) aspektni ko'rsatadi.	<i>She is writing.</i> – Bu jumlada <i>is writing</i> shakli harakatning hozir davom etayotganligini, ya'ni davomiy yoki kontinuativ aspektni ko'rsatadi.
<i>U yozib bo'ldi.</i> – Bu iborada <i>bo'ldi</i> so'zi harakatning yakuniy bosqichini, ya'ni terminativ (yakuniy) aspektni ifodalaydi.	<i>She has finished writing.</i> – Bu iborada <i>has finished</i> harakatning yakunlanganligini ifodalab, terminativ (yakuniy) aspektni bildiradi.

Bu misollar aspektual kategoriya bilan bog'liq davomiylik fazasining harakatning turli bosqichlarini (boshlanish, davomiylik, va yakunlanish) qanday ifodalayotganini ko'rsatadi. Aspektual kategoriya bu bosqichlarning ichki tuzilishini belgilab, harakatning qaysi fazada ekanligini aniqroq tushunishga yordam beradi.

4. Aniqlik va Ravshanlikni Taqdim Etish

Davomiylik fazasi orqali ifodalangan harakat yoki jarayon aniq va ravshan tarzda tasvirlanadi, ya'ni u muayyan davrda yoki vaziyatda qanday sodir bo'layotgani tushunarli bo'ladi. Masalan, “Biz kecha bozorlik qilayotgan edik” – bu iborada davomiylik fe'li qilayotgan

edik harakatning aynan qanday bo'lganligini va davom etayotganligini aniq ifodalaydi. Shunday qilib, davomiylik fazasi jarayonning davom etayotganligini aniq va ravshan anglatadi.

O'zbek tilida:	Ingliz tilida:
<i>Men hozir kitob o'qiyapman.</i> – Bu jumlada <i>o'qiyapman</i> fe'li hozirgi paytda davom etayotgan, aniq harakatni bildiradi. Jumla mazmuni jarayonning ayni damda sodir bo'layotganini ravshanlik bilan ko'rsatadi. <i>U bugun butun kun davomida ishlayapti.</i> – <i>Ishlayapti</i> so'zi harakatning aynan bugungi kun davomida sodir bo'layotganligini aniqlik bilan bildiradi. <i>Ular hozir kino ko'rishyapti.</i> – <i>Ko'rishyapti</i> fe'li hozirgi paytdagi uzluksiz jarayonni ifodalab, harakatning vaqtini aniq belgilaydi.	<i>I am studying for my exams right now.</i> – Bu jumlada <i>am studying</i> davomiy shakli hozirgi vaqtda sodir bo'layotgan va aniq maqsadga yo'naltirilgan harakatni bildiradi. <i>She has been working on the project all day.</i> – Bu yerda <i>has been working</i> shakli harakatning aniq vaqt davomida sodir bo'lganligini va hali davom etayotganligini ko'rsatadi. <i>They are having dinner at the moment.</i> – <i>Are having</i> davomiy shakli hozirgi paytda kechayotgan jarayonni aniq va ravshan tarzda ifodalaydi.

Ushbu misollar davomiylik fazasining aniqlik va ravshanlikni qanday taqdim etishini tushuntiradi. Har bir jumlada harakatning sodir bo'layotgan vaqti yoki davomiyligi aniq belgilangan bo'lib, o'quvchi yoki tinglovchi uchun harakatning aynan qachon sodir bo'layotgani ravshan ko'rinadi.

5. Davomiylikning Asosiy Bosqichlarini Ta'kidlash

Davomiylik fazasi harakatning boshlanishi va yakuni o'rtasidagi o'ziga xos jarayon bosqichini ko'rsatadi. Bu bosqichda harakat davom etadi, ammo hali tugamagan. Davomiylik o'z ichida quyidagi ikki bosqichni qamrab oladi: Boshlang'ich davr: Jarayon hali tugamagan, ammo davom etmoqda. Masalan, *U yozyapti* – bu harakatning davom etayotgan bosqichini ko'rsatadi.

O'rtacha davomiylik: Harakat davomiylik bosqichida uzluksiz, to'xtovsiz davom etayotgan holatda. Masalan, ingliz tilidagi *They were walking* jumlasida *were walking* harakatning davomiyligini ta'kidlaydi.

O'zbek tilida:	Ingliz tilida:
<i>U yozib turibdi.</i> – <i>Turibdi</i> so'zi harakatning hozirgi paytda davom etayotganini bildiradi.	<i>She is writing.</i> – <i>Is writing</i> shakli harakatning davomiyligini ko'rsatmoqda.

6. Foni yoki Kontekstual Shart-Sharoitga Taalluqlilik

Davomiylik fazasi ba'zan harakatning muayyan kontekst yoki vaziyatdagi jarayonligini aks ettiradi. Bu holatda, jarayonning davomiyligi harakatning foni, ya'ni kontekstga taalluqli shart-sharoitda davom etayotganligini bildiradi. Masalan, ingliz tilidagi *She is living with her family for now* iborasida *is living* davomiy holatda bo'lib, u doimiy holat emas, balki muayyan vaqt davomida davom etayotgan holatni aks ettiradi.

O'zbek tilida:	Ingliz tilida:
<i>U vaqtincha bu yerda yashayapti.</i> – Bu yerda <i>yashayapti</i> fe'li harakatning davomiyligini bildirsa ham, <i>vaqtincha</i> so'zi harakatning doimiy emas, muayyan shart-sharoitda sodir bo'layotganligini ko'rsatadi. <i>Men hozir shu loyiha ustida ishlayapman.</i> – <i>Hozir</i> so'zi harakatning ayni paytda davom etayotganligini bildiradi,	<i>She is staying with her friends for now.</i> – <i>For now</i> ifodasi harakatning hozirgi vaqtda davom etayotganligini, ammo bu vaqtinchalik ekanligini ko'rsatadi. <i>I am working on this project this week.</i> – <i>This week</i> harakatning ayni shu hafta bilan bog'liqligini bildiradi, ya'ni vaqtincha bir sharoitda amalga oshirilmoqda.

ammo bu harakat boshqa vaqt davom etmasligi mumkin. Ular vaqtincha uyda ta'mirlash ishlarini olib borishyapti. – Vaqtincha so'zi ta'mirlashning doimiy emasligini va ma'lum shart-sharoit bilan bog'liqligini anglatadi.	<i>They are living in a rented apartment until their house is ready. – Until their house is ready</i> iborasi harakatning doimiy emasligi, balki vaqtincha holatda ekanligini ko'rsatmoqda.

Bu misollar davomiylik fazasining foniy yoki kontekstual shart-sharoitga bog'liqligini ifodalashda ishlatiladigan til vositalarini tushuntiradi. Har bir misolda jarayon doimiy emas, balki muayyan vaqt yoki sharoitga bog'langan tarzda davom etayotgani ta'kidlanadi.

Davomiylik fazasi jarayonning uzluksiz va vaqt bilan bog'langan bosqichini ifodalaydi. Harakatning davomiy bosqichda ekanligi o'ziga xos til vositalari orqali, aniq vaqt oralig'ida, uzluksiz holatda sodir bo'layotgani ta'kidlanadi. Bu fazaning boshqa aspektual fazalar bilan bog'lanishi davomiy harakatlarning tilda keng ko'lamda ifodalanishini ta'minlaydi.

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SOMATIK FRAZELOGIZMLARNING METAFORIK MA'NOSI

N. Azizova ¹*Annotatsiya:*

Somatik frazeologizmlar, ya'ni inson tanasi yoki uning qismlari bilan bog'liq bo'lgan ifodalar, tilimizda keng tarqalgan. Ular ko'pincha ma'naviy va madaniy kontekstlarda chuqur ma'noga egabo'lib metaforik ifodalar sifatida ishlatiladi. Somatik frazeologizmlarning asosiy xususiyatlaridan biri shundaki, ular ko'pincha keng ma'noga ega bo'ladi va kontekstga qarab o'zgarishi mumkin.

Kalit so'zlar: Frazeologiya, somatik frazeologiya, metafora, metaforik ma'no.

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Frazeologiya — bu bir yoki bir nechta sozlardan iborat bo'lib, o'zaro bog'langan ma'nolarni anglatadigan iboralar to'plamidir. Ularning ko'pchiligi metaforik ma'noga ega. Metafora, o'z navbatida, bir narsani boshqa bir narsaga o'xshatish orqali yangi ma'no keltirib chiqaradi. Somatik frazeologizmlar, ya'ni inson tanasi yoki uning a'zolari bilan bog'liq bo'lgan iboralar, ko'pincha metaforik ma'noga ega bo'lishi mumkin. Ular orqali muayyan hissiy holatlar, tajribalar yoki ijtimoiy kontekstlar ifodalanadi. Frazeologik birliklar tildagi metaforik ifodalar orqali hissiyotlar, tajribalar va madaniy ko'rinishlarni tasvirlashga yordam beradi. Ular nafaqat so'z boyligini oshiradi, balki muloqotni yanada boyitadi. Metaforik frazeologizmlarni o'rganish orqali til va madaniyat o'rtasidagi bog'liqlikni ham ko'rish mumkin. Har bir frazeologizm o'ziga xos madaniy kontekstga ega bo'lib, o'sha xalqning hissiy va ijtimoiy hayotini aks ettiradi.

Frazeologiyaning metaforik ma'nosi haqida xorijiy olimlarning fikrlari juda muhimdir. Misol uchun: George Lakoff va Mark Johnson (1980) — “Metaphors We Live By”. Lakoff va Johnson metaforalar faqat tilda emas, balki bizning fikrlash usulimizda ham muhim rol o'ynaydi. Ular metaforalarning insonlar hayotida va madaniyatida qanday joylashganini tahlil qiladilar, shuningdek, frazeologik birliklar til orqali hissiyotlar va tushunchalarni qanday ifodalashini ko'rsatadilar.[1] Mikhail Bakhtin — “Problems of Dostoevsky's Poetics”. Bakhtin frazeologik birliklarning ijtimoiy va madaniy kontekstga bog'liqligini ta'kidlaydi. Ular orqali insonlar o'zaro muloqotda hissiyotlarni va tajribalarni ulashadi.[2] Wolfgang U. Dressler — “Phraseology in Different Languages”. Dressler frazeologizmlarning ko'p madaniyatli kontekstdagi o'zgaruvchanligini tahlil qiladi. U, shuningdek, frazeologik birliklarning metaforik ma'nolari tilning dinamikasini va o'zgaruvchanligini ko'rsatadi. [3] John F. Sowa — “Conceptual Structures: Information Processing in Mind and Machine”: Sowa frazeologik birliklarning ko'rsatmalari qanday qilib abstrakt tushunchalarni shakllantirishga yordam berishini ko'rsatadi.[4] Ularning metaforik ma'nolari orqali odamlar muayyan g'oyalarni yanada samarali ifodalashlari mumkin.

O'zbek olimlarining somatik frazeologizmlarning metaforik ma'nosi haqidagi fikrlari ko'plab tadqiqotlarda aks etgan. Quyida ba'zi olimlarning bu mavzudagi fikrlarini keltiramiz: Gulchehra Mamatqulova — “O'zbek tilidagi somatik frazeologizmlar”, Mamatqulova somatik frazeologizmlarni o'rganib, ularning har bir a'zo bilan bog'liq metaforik ma'nolarini tahlil qiladi. U, masalan, “yuragi og'riyapti” iborasi orqali hissiy og'riqni qanday ifodalashini

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ko'rsatadi. Shodmon Sodiqov — “Til va metafora”: Sodiqov somatik frazeologizmlarning metaforik asoslarini o'rganadi va ularning qanday qilib ijtimoiy va madaniy kontekstda rivojlanishini tahlil qiladi. U “qo'l uzatmoq” iborasida yordam va hamkorlikni anglatishini ta'kidlaydi. Otabek Rahmonov — “Somatik frazeologizmlarning ifodali jihatlarini”: Rahmonov somatik frazeologizmlarni o'rganib, ularning ifodali va emotsional jihatlarini ta'kidlaydi. U “ko'z ochmoq” iborasini misol qilib keltirib, yangi imkoniyatlar yoki tushunchalar kiritish jarayonini aks ettiradi

Biz bu maqolada bir nechta FBni metaforik tahlil qilamiz.

“Qo'li egri” frazeologik birikmasining metaforik tahlili. “Qo'li egri” iborasi, ko'pincha, kimningdir ish yoki harakatlari muvaffaqiyatsiz, to'g'ri yo'lni tanlamaganini anglatadi. Metaforik jihatdan, “qo'l” so'zi insonning harakat, ish va faoliyatlarini, “egri” esa noto'g'rilik, qiyinchilik yoki yomon niyatni ifodalaydi. Bu ibora biror kishining ishi, masalan, yomon niyat yoki nojo'ya harakatlar natijasida qanday oqibatlariga olib kelishini tasvirlaydi. Boshqacha aytganda, “qo'li egri” deb, biror kishi tomonidan qilingan harakatlarning o'ziga xos qiyinchiliklari va natijalarini belgilaydi.

“Qo'li egri” frazeologizmi, shuningdek, insonlarning muayyan vaziyatlarda qanday qilib yomon niyat va harakatlari natijasida qiyinchiliklarga duch kelishini ko'rsatadi. U nafaqat tilda, balki ijtimoiy va madaniy kontekstda ham muhim ahamiyatga ega.[5]

“Yuzi yorug” frazeologik birikmasining metaforik tahlil “Yuzi yorug” iborasi, odatda, insonning qiyofasi yoki tashqi ko'rinishi haqidagi ijobiy bahoni anglatadi. Metaforik jihatdan, “yuzi” so'zi insonning ichki holati, his-tuyg'ulari va xarakterini aks ettiradi, “yorug” esa ijobiylik, samimiylik va mehr-oqibatni ifodalaydi. Bu ibora orqali insonning ichki dunyosidagi quvonch, umid va iliqlik kabi his-tuyg'ularni tasvirlash mumkin. “Yuzi yorug” deb aytish, ko'pincha, shaxsning boshqa odamlar bilan o'zaro munosabatlardagi ochiqligini va samimiyligini ifodalaydi. “Yuzi yorug” frazeologizmi, insonning ichki va tashqi ko'rinishidagi ijobiy xususiyatlarni birlashtirib, ijtimoiy muloqotda muhim rol o'ynaydi. Bu ibora, shuningdek, odamlarning bir-biriga nisbatan iliqlik va samimiyatni qanday ifodalashini ko'rsatadi.[6]

“Qo'li ochiq” frazeologik birikmasining metaforik tahlili. “Qo'li ochiq” iborasi, odatda, insonning mehmondo'stligi, yordam berishga tayyorligi yoki ochiqligini anglatadi. Metaforik jihatdan, “qo'l” so'zi insonning harakat, yordam va qo'llab-quvvatlash imkoniyatlarini ifodalaydi, “ochiq” esa samimiylik, iliqlik va boshqa odamlarni qabul qilish tayyorligini bildiradi. Bu ibora orqali kimningdir boshqalarga yordam berishga, ularga ochiq va samimiy munosabatda bo'lishga tayyorligini ko'rsatish mumkin. “Qo'li ochiq” deganda, insonning nafaqat moddiy, balki ma'naviy yordam ko'rsatishga ham tayyorligi nazarda tutiladi. Bu frazeologizm, ijtimoiy aloqalarda odamlar o'rtasidagi o'zaro yordam va mehr-oqibatni ifodalashda keng qo'llaniladi. “Qo'li ochiq” frazeologizmi, insonning altruistik sifatlarini va boshqalarga bo'lgan samimiy yondashuvini aks ettiradi. U ijtimoiy muloqotda muhim rol o'ynaydi va odamlar o'rtasidagi ijtimoiy aloqalarni mustahkamlashga xizmat qiladi.

“Boshni qotirmoq” - bu ibora kimdir muammo yoki noaniqlikdan xafa bo'lganda ishlatiladi. Metaforik jihatdan, “bosh” fikrni, “qotirish” esa stressni anglatadi.

“Yuragi og'riyapti” - bu ibora ko'pincha kimdir achinadigan yoki qayg'uli holatda bo'lganda ishlatiladi. Yurak bu yerda his-tuyg'ularni, og'riq esa qiyinchilikni ifodalaydi.

Somatik frazeologiyani metaforik tahlili orqali quyidagi xulosalarni chiqarish mumkin:

1. “Hissiy ifoda”: Somatik frazeologizmlar inson his-tuyg'ularini, ichki holatlarini va ijtimoiy aloqalarini ifodalashda muhim rol o'ynaydi. Ular ko'pincha stress, baxt, qayg'u kabi hissiyotlarni tasvirlaydi.

2. “Madaniy kontekst”: Har bir somatik frazeologizm o'ziga xos madaniyat va urf-odatlariga bog'liq bo'lib, ularning ma'nolari va ishlatilishi kontekstdan kelib chiqadi. Bu esa tilning madaniy va ijtimoiy aspektlarini ochib beradi.

3. "Tasviriylilik": Somatik frazeologizmlar orqali berilgan tasvirlar va metaforalar, muloqotni yanada ifodali va rang-barang qiladi. Bu iboralar, o'z navbatida, muloqotda hissiy va intellektual darajani oshiradi.

4 "Yosh va vaqt o'zgarishi": Somatik frazeologizmlarning ma'nolari va qo'llanilishi vaqt o'tishi bilan o'zgarishi mumkin. Yangicha tadqiqotlar va zamonaviy ijtimoiy holatlar yangi frazeologizmlarni yaratishi yoki eski iboralarning yangi ma'nolarini keltirib chiqarishi mumkin.

4. "Shaxsiylashtirish": Insonlar o'z shaxsiy tajribalari, hissiyotlari va muloqotlari orqali somatik frazeologizmlarni o'ziga xos tarzda qabul qilishi va ishlatishi mumkin. Bu, o'z navbatida, individning shaxsiy identifikatsiyasini mustahkamlashga yordam beradi.

Somatik frazeologiyalar nafaqat tildagi iboralardan iborat, balki insonlar o'rtasidagi munosabatlar, hissiyotlar va madaniy ko'rinishlarni ifodalashda muhim vosita sifatida xizmat qiladi. Ularning metaforik tahlili esa til va madaniyatning o'zaro bog'liqligini yanada chuqurroq tushunishga yordam beradi.

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NAVOIY NASRINING TALQINIDA MAHORATLI OLIM USLUBI

*N. Saidova¹**Annotatsiya:*

Maqola Navoiyning nasriy asarlari tadqiqiga bag'ishlanadi. Unda adabiyotshunos olim Rahim Vohidovning tahlil va talqin usuliga urg'u beriladi. Nasriy asarlar talqinida olimning mahorati bayon qilinadi.

Kalit so'zlar: uslub, nasriy asar, navoiyshunoslik, tahlil, talqin, germeneytika, janr.

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Tahlil va talqinni sarlavhadan boshlash ham badiiy matnning germeneytik tadqiqida o'ziga xos bir usul sanaladi. Gyubbenet badiiy matnni to'g'ri idrok etish va tushunish uchun zarur bo'lgan "fon bilimlari" haqida fikr yuritar ekan, uning tarkibiga asar sarlavhasini ham kiritadi. Olimning ta'kidicha, "fon bilimlar" - turli unvonlar, nomlar (antroponimlar), geografik nomlar, muassasa nomlari (toponimlar), jumladan, asar nomlari ham badiiy matnning sharhida ahamiyatli sanaladi. Ko'rinib turibdiki, Rahim Vohidov ham asar tahliliga shu yo'sunda kirishadi. Dastlab asar sarlavhasining mohiyatini o'quvchiga ochib beradi. Albatta, bunday yondashuv sarlavhaga asarning qismi sifatida qarashdan kelib chiqadi. Bu esa germeneytik yondashuvning o'ziga xos xususiyati sanaladi. Bundan tashqari, Alisher Navoiy nasrining tili murakkab. "Biz o'tmishda yashab ijod etgan, uslubi tushunish uchun ma'lum darajada og'ir shoir va adiblarimiz asarlarini zamonaviy kitobxonga yaxshi va oson tushunishi uchun ilmiy izohlarni ko'paytirish, she'riy asarlarning nasriy bayonlarini yaratish, maxsus lug'atlar tuzish bilan qattiqroq shug'ullanmog'imiz kerak. Toki Navoiy va boshqa mumtoz shoirlarimiz asarlarida keng kitobxonlar ommasini tushunmagan biron bayt, biron satr qolmasin".

Rahim Vohidov o'z talqinlari jarayonida Navoiy nasrining yana bir muhim jihatiga e'tibor qaratadi. Olim ulug' adib nasrining nafosatiga tegishli qaydlarida tarixiy asarlarida qo'llangan badiiyat unsurlarining muhim xususiyatlarini qayd qilib o'tadi: "Sosoniylar sulolasidan bo'lgan Bahrom Binni Bahromga doir ma'lumotnomada o'qiyimiz: "Sha'ni arjumand va axloqi dilpisand podshoh erdi, axloqi elga marg'ub va atvori ulusqa matlub. Zulm binosin buzdi va adl asosin tuzdi. Ammo davroni umridek bevafo erdi va umri davronidek bebaqo"

Ko'chirganimiz iqtibos yana bir jihatdan ahamiyatli. "Tarixi anbiyo va hukamo"ga doir sahifalarda qayd etganimizdek, muallif tarixga doir qalam sursa-da, undagi yuksak badiiy salohiyat so'zlar bag'ridagi joziba, hamisha o'zini namoyon qilib turgan. Bahrom Binni Bahromga oid ixcham parchada ham sohir qalamning nazokati ishga solinadi va musajja' san'atiga rivoj beriladi, ya'ni nasriy parchalarda ichki qofiyaga murojaat qilish yetakchi badiiy jilo darajasiga ko'tariladi. Ta'kidlash joiz, bunday dilkash lavhalar tarixiy asarning deyarli barcha sahifalarida nazarga tashlanadiki, ayni fazilat "Tarixi muluki Ajam"ni nafosat bilan yozilgan badiiy asarlar safiga qo'shib qo'ygan.

Ta'kidlash kerakki, "Tarixi muluki Ajam" tarixiy asarida mavjud an'analarga to'liq rioya qilingan. Asarda nazm va nasr namunalari qorishiq berilgan. Mazkur asarda keltirilgan she'riy parchalar "Tarixi anbiyo va hukamo"ga nisbatan ikki baravar ko'pdir. Har bir hukmdor

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haqidagi mushohadalarning falsafiy umumlashmasi sifatida kelgan bunday she'rlar 226 satrni tashkil qiladi. Xotima o'rnida esa 100 misralik masnaviy keltiriladi. Ayni satrlar "Tarixi muluki Ajam"ga xotima vazifasini o'tash bilan birga sulton Husayn Boyqaro davriga tegishli yozilishi rejalashtirilgan tarix uchun debocha vazifasini o'tagan.

Ulug' shoir asarlarida o'z zamondoshlariga, ayniqsa, temuriyzoda shahzodalariga qaratilgan pand-nasihatlar tez-tez ko'zga tashlanadi. Shoirning bunday pand-nasihatlarida uning komil jamiyat va komil inson, adolatli hukmdor haqidagi orzu – istaklari ufurib turadi. Buni asar so'ngida kelgan masnaviy sharhida ham ko'rishimiz mumkin:

Birovgaki ro'zi bo'lub shohliq,
Zamirig'a solsa haq ogohliq.
Ki bilsa jahong'a vafo yo'qturur,
Jahon ahlig'a ham baqo yo'qturur.
Ko'ziga jahon hashamatin ilmasa,
Haq amridin o'zga amal qilmasa
Adolat uchun istasa mulku joh,
Sitam da'f aylarga cheksa sipoh

Ko'chirganimiz iqtibosdagi satrlar teran g'oyaviy mazmuni bilan bir qatorda yuksak badiiyati nuqtai nazaridan ham kitobxon e'tiborini jalb eta oladi. Parchadagi "shoh", "ogoh", "vafo", "baqo", "ilmasa", "qilmasa", "joh", "sipoh" so'zlari o'zaro qofiyalanib, ohangdoshlik va ravonlikni ta'min etgan. Muhimi, ulug' shoir qofiya hosil qilmoq uchun mazmunni qurbon qilmaydi. Aksincha, uni kuchaytirishga xizmat qiluvchi so'zlarni mohirona qo'llaydi. Shoh uchun ogohlik suv va havodek zarur. Ana shu vositani qo'ldan bergan hukmdor mulk va ulusni xarob qiladi. Bergan so'zi ustidan chiqolmay, bevafoqlik girdobiga tushib qoladi. "Tarixi muluki Ajam"da zikri o'tgan tojdorlarning aksariyati 40-60 yilgacha saltanat surgan. Ammo foniy olam ularga baqo etmagan. Sipohini ishga solib, zo'ravonlik qilganlar esa, yurtini xarob qilib, o'zidan dod qoldirgan. Shunday ekan, hukmdor qo'shından xabardor bo'lmog'i, uni boylik ilinjida ishlatmasligi zarur.

Ko'rinib turibdiki, Rahim Vohidovning asardan olgan taassurotlari, uni tushunishi bilan bog'liq qarashlari, bir tomondan, uning muallifi olamini anglashga yo'l ochsa, ikkinchi tomondan, olim dunyoqarashi, ilmiy mushohadalari, ma'naviy olamining aksi sifatida namoyon bo'ladi.

Olim Alisher Navoiyning tarixiy asarlarga oid mushohadalarini yakunlar ekan, shunday yozadi: "Yuqoridagilardan xulosa qilish mumkinki, Alisher Navoiy ma'naviy bisotidagi har bir satr va jumlanigina emas, balki har bir so'z atrofida teran mushohada yuritmog'imiz, ular mag'zini chaqmog'imiz lozim. Shundagina buyuk bobokalonimizning munavvar ruhlari bizdan shod bo'lg'usidir!". Olim butun faoliyati davomida ana shu niyatda qalam tebratdi. Ulug' shoir asarlari qavatlardagi har bir so'z-u jumla mohiyatini ochishga, ularni bugungi kun o'quvchisiga yetkazishga, shu bilan ulug' shoir ruhi oldidagi insoniy burchni bajarishga o'zini mas'ul deb bildi.

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NOMUSTAQIL EGA VAZIFASIDAGI IKKI VALENTLI BIRLIKLAR KOMPONENT TAHLILI

G. Asadova ¹

Annotatsiya:

Maqolada ingliz tili sodda gap qurilmalari tarkibida ikki valentli nomustaqil ega (noyadroviy tobe predikatlanuvchi – $\bar{N}DP_1$) komponentlarning sintaktik-morfologik xususiyatlari hamda sintaktik aloqaga kirisha olish imkoniyatlari bayon etilgan. Gap komponentlarining sintaktik aloqalari yunksion modelda, sintaktik tarkibi va morfologik ifodalanishi komponent tahlil yordamida ochib berilgan. Ushbu maqola funksional sintaksis bilan shug'ullanuvchilar uchun qiziqarli bo'lishi mumkin.

Kalit so'zlar: nomustaqil ega, noyadroviy tobe predikatlanuvchi, noyadroviy predikativ aloqa, subordinativ aloqa, komponent tahlil, yunksion model.

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Kirish

Gap qurilmasida ikki valentli sintaktik birliklarni aniqlashda sintaktik aloqalar soniga e'tibor berish muhim ahamiyat kasb etadi. Gap tarkibida ikki valentli sintaktik birliklar ikki sintaktik aloqa asosida boshqa komponentlar bilan bog'lanib keladi, ya'ni ikki valentli sintaktik birlik yadro predikativ va noyadroviy predikativ, subordinativ, koordinativ aloqalar bazasida vujudga kelishi mumkin.

Mazkur maqolada biz ingliz tili sodda gap qurilmasida nomustaqil ega vazifasida kelgan ikki valentli sintaktik birliklar qatnashgan gaplarni komponentlarga ajratib tahlil qilishga harakat qilamiz. Bunda nomustaqil ega vazifasidagi ikki valentli birliklarning morfologik xususiyatlarini ham ularning boshqa sintaktik birliklar bilan birikish imkoniyatlari yoritib beriladi.

Adabiyotlar sharhi va muhokama

Gap tarkibida nomustaqil ega o'rnida kelgan ikki valentli komponentlar noyadroviy aloqa asosida gapda voqelanadi. R.M.Asadovning ta'kidlashicha, "... subordinativ aloqa bir tomonlama hokim komponentga tobelikni ifodalasa, noyadroviy predikativ aloqa esa ikki komponentga ham bir xil yo'naltiriladi". Yunksion modellarda noyadroviy predikativ aloqa ikki tomonli ko'rsatkichli ($\leftrightarrow$) bir chiziq bilan beriladi. Ushbu holatni modellashtirish metodi asosida tahlil qilganimizda, ularning gap qurilmasida ikki sintaktik aloqa bazasida ishtirok etishi ayon bo'ladi. Gapda ikki valentli sintaktik birlik yadro predikativ 2 (NP_2 -kesim) komponentiga nisbatan tobe hisoblanib, subordinativ aloqa bilan biriksa, o'zidan keyingi kelgan komponentga esa noyadroviy predikativ aloqa yordamida bog'lanadi:

1. Father didn't want me to be a detective (MHCI, 50).
2. That promoted her to add (RGH, 355).
3. They made me scared (MHGI, 56).

Ushbu misollarda uchinchi va to'rtinchi sintaktik birliklar, ya'ni me va to be a detective (1), her va to add (2), me va scared (3) elementlari gap qurilmasida ingliz tili an'anaviy grammatikalarda, xususan, rus inglizshunoslari tomonidan yaratilgan grammatikalarda fe'ning shaxssiz shakllari deb atalishiga binoan "obyektiv predikativ qurilma", deb nomlanib

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kelinmoqda. Ushbu obyektiv predikativ qurilmalarga ajralmas bir sintaktik birlik sifatida qaralib, ular murakkab to'ldiruvchi vazifasini bajaradi, deya talqin qilinmoqda. Biroq ingliz tili grammatikasida obyektiv infinitiv qurilmani bunday talqin qilish tilshunoslar o'rtasida hamon bahstlab masalalardan biri bo'lib qolmoqda. Chunki bu o'rinda ikkinchi va uchinchi komponentlar hamda uchinchi va to'rtinchi komponentlar o'zaro qanday sintaktik aloqalar asosida bog'lanadi, degan haqli savol tug'ilishi tabiiy. Keltirilgan misollarda gap tarkibidagi uchinchi ikki valentli sintaktik birliklar (me, her, me) K.E.Tikotskayaning ta'kidlashicha, "...ikki sintaktik aloqa asosida bog'lanadi".

Nomustaqil ega o'rnida kelgan ikki valentli komponentlar (me, her, me) subordinativ va noyadroviy predikativ aloqalar asosida bog'langanligini isbotlash uchun tushirib qoldirish transformatsiyasi yordamida gapda ishtirok etgan to'rtinchi komponentni, ya'ni fe'ning shaxssiz shaklida kelgan sintaktik birliklarni tushirish mumkin:

- 1) Father didn't want me to be a detective → Father didn't want me....
- 2) That promoted her to add → That promoted her....
- 3) They made me scared → They made me....

Tushirib qoldirish transformatsiyasi natijasiga ko'ra, ushbu gaplar grammatik jihatdan oldingi gaplar mazmuniga yaqindek tuyulsa-da, aslida fe'ning shaxssiz shakllarini tushirish natijasida gaplarda ifodalangan mazmundan to'la qoniqish qiyin. Chunki noyadroviy predikativ aloqa o'ziga xos sintaktik aloqalardan biri hisoblanadi. Shu bois me to be a detective, her to add, me scared sintaktik birikmalaridagi fe'ning noaniqlik shaklini shaxsli shakllarga aylantirish mumkin: me to be a detective → I was a detective; her to add → she adds; me scared → I was scared. Natijada ajratilgan "obyektiv predikativ qurilma" atamasi bilan yuritilgan birliklarning mustaqil gapga aylanishi me, her, me sintaktik birliklar bilan fe'ning shaxssiz shakli o'rtasida noyadroviy predikativ aloqa mavjudligidan dalolat beradi. O'tkazilgan transformatsiya metodi natijasiga ko'ra, obyekt kelishigida kelgan kishilik olmoshlari her, me sintaktik birliklar gap qurilmasida kesim vazifasida kelgan elementlarga nisbatan subordinativ aloqa yordamida bog'lansa, fe'ning shaxssiz shakllari bo'lgan to be detective, to add, scared komponentlari bilan noyadroviy predikativ aloqa asosida bog'lanishi mavjudligi tufayli her, me – noyadroviy tobe predikativ 1 (ÑDP₁), ya'ni nomustaqil ega sintaktik birligi hisoblanadi. Fe'ning shaxssiz shakllarining differensial sintaktik belgisi noyadroviy predikativ 2 (ÑP₂) komponentidir. Noyadroviy predikativ aloqa yadro predikativ aloqadan gapning markaziy qurilmasini tashkil qila olmasligi bilan farq qiladi.

Keltirilgan (1-3) misollarda ishtirok etgan sintaktik birliklar bir xil yunksion modelga tushadi:

Yu.M. 1

Ushbu (1-4) gaplardagi sintaktik birliklarning differensial sintaktik belgilari ham bir xil:

NP₁ • NP₂ • ÑDP₁ • ÑP₂ K. M. 1

Shu o'rinda ta'kidlash lozimki, gapning komponent modeli faqat differensial sintaktik belgilarni ko'rsatish bilan cheklanadi. Ammo komponentlarning formal tomonini – morfologik xususiyatlarini to'la ifodalamaydi.

Ushbu gaplarning komponent modellarini va morfologik xususiyatlarini quyidagicha ifodalash mumkin:

1) Father didn't want me to be a detective NP₁ . NP₂ . ÑDP₁ . ÑP₂

S Vng Pnob cS

2) That promoted her to add NP₁ . NP₂ . ÑDP₁ . ÑP₂

Pdm Vf Pnob Vinf

3) They made me scared NP₁ . NP₂ . ÑDP₁ . ÑP₂

Pnp Vf Pnob Vp₂

Yuqoridagi komponent modellardan ayon bo'ladiki, keltirilgan gaplar sintaktik tarkibi va sintaktik aloqalari bir xil bo'lsada, ularning morfologik ifodalanishi farq qiladi.

Xulosa

Nomustaqil ega ($\tilde{N}DP_1$) o'rnida kelgan ikki valentli komponentlar asosan otning bosh kelishigi, olmoshning obyekt kelishigi shakllari yordamida ifodalanadi. Ular subordinativ aloqa yordamida bo'lishli yoki inkor shakldagi sof fe'llar, modal fe'lli birikmalar bilan bog'lanadi, noyadroviy predikativ aloqa vositasida esa, harakat va holat fe'llarining infinitiv shakli, bog'lama fe'lli ot, sifat hamda o'tgan zamon sifatdoshi bilan sintaktik munosabatga kirishadi.

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BIZNES NUTQI MASALASI VA UNING O'ZIGA XOS JIHATLARI*S. Eshchonov¹, J. Djumabayeva²**Annotatsiya:*

Tadqiqot jarayonida biznes nutq va uning boshqa professional nutqlardan farqli jihatlari aniqlanishi natijasida uning o'ziga xos tomonlari aniqlangan. Shuningdek, ishbilarmonlik aloqasi va munosabatlari xususida ham so'z yuritilib, uning funksiyalariga alohida e'tibor qaratilgan.

Kalit so'zlar: Biznes nutq, ishbilarmonlik munosabati, professional nutq, muloqot strategiyasi.

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Biznes nutqi masalasi hali ham fanda to'liq o'z yechimini topmagan muammodir. Ishbilarmonlik nutqi tadqiqotchilari fikrlari borasida o'zaro mutanosiblik yo'qligi sababli, ba'zi olimlar biznes nutqini institutsional nutq deb hisoblashadi. Boshqa bir guruh olimlar buni diktum nutqiga, ba'zilar esa kasbiy nutqning bir qismi sifatida qarashadi. Bundan tashqari, biznes nutqini faqat ishbilarmonlik nutqi deb hisoblaydigan bir guruh olimlar uni maxsus, tashkillashtiruvchi nutq sifatida tavsiflovchi ilmiy ishlar ham mavjud.

Ba'zi tadqiqotlarda eslatib o'tilgan o'xshash atamalar "tijorat", "korporativ", "muzokaralar" nutqi, "ishbilarmonlik nutqi" keng qamrovli tushunchasining kichik turlaridir. Boshqacha aytganda, biznes va iqtisodiyotdan tashqari, savdo, moliya, bank, menejment va boshqa sohalaridagi nutq tavsiflash uchun biznes nutqidan foydalanish zarurati mavjud.

Biznes nutqi tushunchasiga berilgan ta'riflarning keng doirasi va uni o'rganishga yondashuv biznes nutqining ko'p qirraliligini ko'rsatadi. Biznes nutqi – odamlarning ma'lum bir guruhi bilan muayyan kommunikativ o'zaro ta'sir sharoitida amalga oshiriladigan, maxsus janrlarda ifodalangan nutqning o'ziga xos tushunchasini belgilaydi. Biznes nutqi jamoaviy muhitda muloqotda, xizmat ko'rsatish nuqtai nazaridan, rasmiy suhbatlarda qo'llaniladigan nutqning alohida turi sifatida qaraladi.

Biznes nutqi so'zlashuv nutqidan sezilarli farqlarga ega. Uni professional nutq deb ham atash mumkin. Ishbilarmonlik munosabatlaridagi diskurs – bu kognitiv ko'rsatkich bo'lib, u empirik bilimlar majmuini shakllantirishga asoslanadi, aniq maqsadlarga erishishga xizmat qiladi va muloqot paytida psixo-emotsional vaziyatni tartibga soladi.

Aksariyat hollarda "muloqot" va "aloqa" atamalari bir-birining o'rnida ishlatiladi. Biroq, tadqiqotchi olimlarning fikriga ko'ra, aloqa – bu ma'lumot berish jarayoni sodir bo'ladigan davr. Demak, axborotni qabul qiluvchi obyekt nafaqat odam, balki mashina va hayvon ham bo'lishi mumkin. Muloqot esa teng maqomga ega sheriklar o'rtasidagi o'zaro munosabatlarga asoslangan ikki tomonlama jarayondir. Muloqot ham kommunikativ (axborot yetkazib berish), masalan, tartibga solish (xulq-atvorni tartibga solish funksiyasi), perseptiv (suhbatdoshlarni idrok etish funksiyasi), taklif (ishontirish funksiyasi) dan boshqa funksiyalarni bajaradi. Shuning uchun ham "muloqot" va "aloqa" atamalarini ba'zan sinonim sifatida qo'llagan ma'qul.

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Ishbilarmonlik aloqasi – bu muloqotning pragmatik, pragmatik, pragmatik xususiyatini belgilovchi perseptiv, kommunikativ va interaktiv xatti-harakatlar darajasini o'z ichiga olgan professional muloqotning shaxslararo madaniyatlararo zonasidir.

Umumiy ishbilarmonlik munosabatlari norasmiy munosabatlardan aniq maqsad va vazifalarni belgilashi bilan farq qiladi. Ishbilarmonlik munosabatlari inson hayotining eng muhim qismi va boshqa odamlar bilan muloqot qilishning asosiy shaklidir. Etnik me'yorlar bunday munosabatlarning asosiy tamoyillaridan biri sifatida qaraladi. Ishbilarmonlik munosabatlaridagi og'zaki nutqda aytilgan so'z tez tushunilishi va tinglovchi tomonidan oson qabul qilinishi kerak. Shuning uchun biznes munosabatlarida nutq birliklari oson, yengil shaklda yaratilishi va nutq uslubiga mos kelishi kerak.

Ishbilarmonlik aloqasi – bu rasmiy aloqa sohasidagi kommunikatorlarning umumiy huquqlari va maqsadlari bilan bog'liq bo'lgan muayyan muammoni hal qilishga qodir bo'lgan va istalgan natijaga yo'naltirilgan aloqa hisoblanadi. Ishbilarmonlik munosabatlarini biz xizmat ko'rsatish sohasidagi odamlar o'rtasidagi aloqani rivojlantirishga qaratilgan murakkab va ko'p qirrali jarayon deb ataymiz.

Ishbilarmonlik aloqasi sanoatni tashkil etish masalasini muhokama qilish, xizmat vazifalarini bajarish, faoliyatni rejalashtirish, tashqi aloqalarni o'rnatish, qarorlar qabul qilish, shartnomalar tuzish va hujjatlarni imzolash uchun ishlatiladi. Biznes aloqasi sohasidagi har bir muloqotning mazmuni va shakli va har bir nutq tuzilishi kommunikativ maqsad va kutilgan natijaga bog'liq.

Ishbilarmonlik aloqasi juda samarali bo'lishi uchun barcha tarkibiy qismlarga, shu jumladan kommunikativ kompetensiyaga erisha olish kerak. Kommunikativ kompetensiya – bu atrofda odamlar, guruhlar va auditoriya bilan o'zaro munosabatda bo'lish qobiliyati, muzokaralar usullari va bilimlaridir. Kommunikativ kompetensiyani bilish deganda biz aloqa funksiyalarini, muloqot jarayonining xususiyatlarini, ovoz ohangini, sheriklarning ijtimoiy rollarini, taqdimot usullarini, verbal va nonverbal aloqa vositalarini tushunamiz.

Ishbilarmonlik munosabatlarining o'zi aniq maqsadlarga qaratilgan. Ya'ni ishbilarmonlik munosabatlarini tashkil etish, muloqot strategiyasi va taktikasini tanlash, ishbilarmonlik munosabatlarida til vositalaridan foydalanish muayyan muammoni hal etishda samarali natijaga erishishga qaratilgan.

Ish munosabatlari – bu kasbiy, ilmiy, pedagogik faoliyatning ushbu sohalarida kasbiy faoliyatni tashkil etish va optimallashtirishga qaratilgan biznes sheriklarining o'zaro muloqoti jarayoni bo'lgan aloqa turi. Uni kasbiy, ilmiy, tijorat va boshqa xizmatlar sohasida qo'llaniladigan va ushbu sohada yuzaga kelgan muammolarni tashkil qilish va umumiy yechimga kelish uchun xizmat qiladigan munosabatlar yoki aloqa turi deb ta'riflasak ham bo'ladi. Ishbilarmonlik aloqasi esa biznesning professional sohasida aniq maqsadlarga erishishga yordam beradigan xizmat yoki faoliyat turidir. Shuningdek, u biznes faoliyati sohasidagi odamlar o'rtasidagi aloqani rivojlantirishning murakkab, ko'p rejalashtirilgan jarayoni bo'lib, haqiqiy muammolarni va natijalarni hal qiladigan biznes ma'lumotlari va tajribasini almashishni talab qiladi.

Biznes nutqi uchrashuv, muzokaralar, taqdimotlar paytida muloqot qilish uchun zarur bo'lib, ijtimoiy ahamiyatga ega bo'lgan tashkilotlarda, ya'ni ilmiy, ishlab chiqarish, boshqaruv va tijoratda professional darajada qo'llaniladi.

Tadbirkorlik aloqasi sohasidagi har bir muloqotning mazmuni va shakli va har bir nutq tuzilishi kommunikativ maqsad va kutilgan natijaga bog'liq. Ishbilarmonlik munosabatlari quyidagi funksiyalarni bajaradi: instrumental (boshqaruvning ijtimoiy mexanizmi); integrativ (biznes sheriklarini bog'lovchi); o'z-o'zini taqdim etish (shaxsiy salohiyatni ko'rsata olish); tarjima (harakatning aniq usullarini yetkaza olish); ijtimoiy nazorat (xulq-atvor va harakatlarni cheklash); sotsializatsiya (ishbilarmonlik muloqotining madaniy usullarini takomillashtirish); ekspressivlik (hissiy o'zaro ta'sir).

Biznes nutqida muloqot aniq intralingvistik va ekstralingvistik omillarni ko'rib chiqishni, ya'ni biznes sohasidagi muloqotni talab qiladi. Ishbilarmonlik aloqaning maxsus shakli hisoblanadi va muayyan maqsadda turli tadbirlarning tashkilotchisi va qatnashuvchisining maxsus yondashuvini o'z ichiga oladi. Ishbilarmonlik aloqasi ma'lum bir maqsad uchun tematikdir. U kommunikativ maqsad va kutilayotgan natijaga bog'liq.

Biznes nutqining standart modelini quyidagicha taklif qilamiz:

1. Muammo (mavzu – matn – ifodalangan fikr – axborot – hujjat)
2. Mavzu bilim (hikoya, g'oya, fikr, munosabat)
3. Axborot bilimlari
4. Psixologik-emotsional holat (tashvish, chekinish, xotirjamlik va boshqalar).
5. Jestlar (tana, qo'l, yuz harakatlari)
6. Xulq (kelish/ketish, salomlashish, o'tirish, xayrlashish, kiyinish odobi)
7. Nutq odobi (ovoz ritmi, professional nutq uslubi)
8. Munosabatlar etiketi (muloqot qilish, jamoatchilik e'tiborini jalb qilish, ijobiy munosabat qoldirish qobiliyatini ko'rsatish).

Ma'lumki, har qanday aniq professional maqsad o'zining muloqot mazmunini talab qiladi. Agar muloqotning maqsadi biror narsani tushuntirish bo'lsa, u holda ma'lumotni taqdim etishning mazmuni va shakli ko'rsatma, ma'lumot beruvchi (maslahat) yoki ifodali sharh bo'ladi.

Bugungi kun talabi o'z ishida bilim va qobiliyat, madaniyat va mehnatni namoyon eta oladigan biznes mutaxassislarini talab qilmoqda. Ishbilarmonlik munosabatlarining o'ziga xos xususiyatlari, o'rnatilgan odatlari va belgilangan hujjatlari mavjud. Bundan tashqari, ishbilarmonlik muloqotida og'zaki til uchun ravonlik ham juda muhimdir. Muayyan muassasada ish olib borish jarayonida munozaralar, hujjatlar almashinuvi, muzokaralar olib borish, shartnomalar tuzish, uchrashuvlar, davra suhbatlarida ishbilarmonlik muloqoti tili muhim o'rin tutadi. Ishbilarmonlik aloqasi ishbilarmonlik aloqalari sohasiga xizmat qilganligi sababli, unga qo'yiladigan talablar, ayniqsa, birinchi navbatda, nutq sifati (to'g'rilik, aniqlik) va axloqiy me'yorlarga qat'iy rioya qilish juda muhim.

Biznes tili muayyan sohadagi mutaxassisdan tizimli bilim, malaka va kasbiy til malakalarini talab qiladi. Mutaxassis o'z muhitida hamkasblari bilan muhokama qilganda, salomlashish, ishning borishini ko'rsatish, ish rejasini qisqacha tushuntirish jarayonida odob va madaniyat darajasini saqlab turishi kerak. Muayyan taklif yoki rejani muhokama qilishda boshqalarning nuqtai nazarini inobatga olmasdan baland ovozda gapirish, faqat o'z fikrini to'g'ri deb hisoblash ishbilarmonlik munosabatlarida o'zaro tushunishga to'sqinlik qiladi.

Biznes tilining muhim xususiyati odob va madaniyat doirasida so'zlashish bo'lib, muhokama qilinayotgan mavzuni har tomonlama bilish, aniq ma'lumotlarni isbotlash zarurati asosiy shartdir. Biznes sohasida odamlar bilan to'g'ri muloqot qila olish va xizmat ko'rsatish tadbirkorlik faoliyatida muvaffaqiyatning eng muhim omillaridan biri bo'lib qolmoqda.

Biznes nutqining quyidagi muhim xususiyatlarini ko'zda tutish o'rinli: hikoya qilish; hisobot berish; munozara; xabardor qilish; fikr bildirish; muhim ma'lumotlarni eslatib o'tish; mazmunli nutqdan foydalanish; ko'rib chiqilayotgan masala bo'yicha fikrlarni aniqlashtirish; aniq xulosalar chiqarish; nutq madaniyatini saqlash.

Biznes nutqini dolzarb va mazmunli bo'lishi uchun mutaxassislar quyidagi shartlarni hisobga olishadi: fikr yoki g'oya muayyan vaziyatga bog'liqligi; yangi g'oyalarning muammoni aniqlashga ta'siri; o'xshatish va atamalar yordamida fikrni samarali yetkazish; ko'rib chiqilayotgan masala bo'yicha qo'shimcha mulohazalar mavjudligi; so'zlovchining pozitsiyasi; so'zlovchi va tinglovchi o'rtasidagi o'zaro muloqot.

Biznes muloqotining nutq shakli og'zaki va yozma ravishda amalga oshiriladi. U og'zaki shaklda amalga oshirilsa, nutq tiliga xos me'yorlarga, yozma shaklda amalga oshirilsa, yozma tilga xos me'yorlarga bo'ysunadi. Zero, biznes diskursi bu lisoniy muloqot sodir bo'ladigan

ijtimoiy muhit, til vaziyati, adabiy til normalari va nutq madaniyatining kesishishini aks ettiruvchi, ogʻzaki va yozma shaklda qoʻllaniladigan rasmiy uslubning bir turidir.

Biznes uslubi mutaxassislariga kasbi bilan bogʻliq holda yozma va ogʻzaki muloqot qilish imkonini beradi. Soʻzlashuv uslubida odamlar hech ikkilanmasdan darhol til muloqotiga kirishishi mumkin, ammo biznes munosabatlarida hamma ham ogʻzaki muloqot qila olmasligi mumkin. Bu kasb bilan bogʻliq katta tajribaga erishishni koʻrsatadigan ogʻzaki uslub turiga kiradi.

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GRAMMATIK KATEGORIYALARNI SISTEMATIK TILSHUNOSLIK NUQTAI NAZARIDAN O'RGANISH

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Annotatsiya:

Ushbu maqolada tilshunoslikning muhim muammolaridan biri bo'lgan grammatik kategoriya haqida so'z yuritilib, bunda bir qancha til tizimidagi kategoriya tushunchasining o'рни ochib beriladi. Shuningdek, grammatik kategoriyaning turli tillardagi ahamiyati ham izohlanadi.

Kalit so'zlar: kategoriya, grammatika, grammatik kategoriyalar, grammatik shakl.

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Kirish

Qiyosiy grammatika qiyosiy tipologiyaning bir tarmog'i bo'lib, u grammatik bosqich birliklarini tekshiradi, umumlashtiradi va taqqoslash yo'li bilan grammatik sistema birliklarini moslashuv qonuniyatlarini yaratadi, grammatik kategoriyalarning ifodalanishidagi mazmun va ifoda planlari birliklarini tillararo o'rganadi. Tillar ilgari ham bir-biriga solishtirib o'rganilgan, ammo unda ularning faqat tarixiy qardoshlik tomonigagina e'tibor berilgan. Uzoq davrlar maxsuli bo'lmish qiyosiy grammatika XIX asrda yuzaga keldi va rivojlandi. Biroq u vaqtda tillarning faqat genetik qardoshlik munosabatlarinigina taqqoslash asosiy o'rin tutar edi. Tipologik qiyos esa tillarning faqat genetik umumiyliги bilan bog'liq bo'lmaganligi sababli ko'pgina tillar to'g'risida talay aniq ma'lumotlar to'plangan. XX asrda tilshunoslikning eng muhim muammolaridan biriga aylanib qoldi.

Bugungi kunda o'zbek tilshunosligida, ayniqsa, qiyosiy tipologiya faniga zamonaviy rivojlanish tendensiyalaridan kelib chiqib, yangi tadqiqotlar yaratish vazifasi qo'yilgan. So'nggi o'n yilliklarda dunyo tilshunoslarining tillarni tipologik, ya'ni qiyosiy o'rganishga bo'lgan qiziqishlari ortib bormoqda. Hozirgi zamon tilshunosligi til tipologiyasi sohasida muhim natijalarga erishgan.

Qiyosiy tipologiya – tilshunoslikning tarixiy yo'nalishlaridan biri bo'lib, u til tizimlari va ularning quyi tizimlarini o'zaro taqqoslashga asoslanadi. Bu yo'nalish ona tili va chet tili o'rtasidagi farq va o'xshashliklarni o'rganishga qaratilgan. Qiyosiy tipologiyaning vazifasi tillar orasidagi tafovut va mosliklarni o'rganish va bir tilning ma'no va shakllarining boshqa tildagi ekvivalent vositalarini aniqlashdan iborat.

Ingliz va o'zbek tillarining grammatik kategoriyalari ham muhim tadqiqot mavzularidan biri bo'lib, bu xorijiy tilni o'qitishda katta ahamiyatga ega. Ushbu tillardagi grammatik kategoriyalarni o'rganish, ularni qiyosiy tahlil qilish, o'xshashlik va farqliliklarini aniqlash xorijiy tilga o'qitishda juda muhimdir. Ayniqsa, grammatik kategoriyalarni chuqur va qiyosiy o'rganish og'zaki va yozma nutq ko'nikmalarini shakllantirish va takomillashtirishda katta ahamiyatga ega bo'lib, bu masalalar dolzarb sanaladi.

Muhokama va natijalar

Kategoriyalarning formal (ya'ni morfologik yoki sintaktik) va semantik tomonlarini ajratib ko'rsatish muhimdir. Bundan tashqari, grammatik tavsiflar bilan bir qatorda, mantiq va sun'iy intellekt kabi sohalarida ham qo'llaniladigan predikat kabi kategorial atamalar

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mavjud. Ma'lum bo'lishicha, semantik jihatlar ikkinchi guruh uchun ko'proq ahamiyatga ega bo'lsa, birinchi guruh odatda formal yondashuvga ustunlik beradi. Lingvistik kategoriyalarni funksional ta'riflashda har ikki tomon hisobga olinishi lozim, chunki faqat bir tomonlama ta'rif qoniqarli bo'lmaydi. Grammatik kategoriyalar asosan ikki turga bo'linadi: sintetik va analitik.

Sintetik usul (grekcha "synthesis" – qo'shish, biriktirish) yordamida grammatik kategoriya so'zning o'z grammatik shakli orqali ifodalanadi. Bu jarayonda so'zga kelishik, son va egalik qo'shimchalari qo'shiladi va natijada so'zning shakli o'zgaradi. Ushbu qo'shimchalarga odatda affiksalar morfemalar sifatida qaraladi. Masalan, "ko'plik" shakli "-lar" qo'shimchasi yordamida yasaladi (kitoblar, gullar, qalamlar kabi), egalik kategoriyasi "-im", "-i", "-ing" qo'shimchalari orqali ifodalanadi (uning kitobi, sening kitobing, ularning kitobi kabi), kelishik kategoriyasi esa "-ning", "-ni", "-ga", "-da", "-dan" kabi qo'shimchalar yordamida ifodalanadi. Barcha bu grammatik kategoriyalar faqat so'zga turli qo'shimchalar, ya'ni affiksalar morfemalar qo'shish orqali hosil qilinadi, va hech qanday boshqa yordamchi vositalar yoki so'zlar ishtirok etmaydi. Shu sababli, bunday grammatik kategoriyalar sintetik usul bilan ifodalangan deb ataladi.

Analitik usul bilan ifodalangan grammatik kategoriyalar esa yordamchi vositalar yoki so'zlar ishtirokida shakllanadi. Masalan, o'zbek tilida sifatning orttirma darajasi "juda" so'zi yordamida hosil qilinadi: "kuchli" (oddiy daraja), "kuchliroq" (solishtirma daraja) – sintetik usul bilan ifodalangan; "juda kuchli" (orttirma daraja) – analitik usul bilan hosil qilingan. Fe'ning o'tgan zamon kategoriyasi o'zbek tilida sintetik (U keldi, Men bordim kabi) yoki analitik (U borib keldi, Men yozib oldim kabi) usullar bilan ifodalanishi mumkin. Ingliz va nemis tillarida esa fe'llarning majhul nisbatini va o'tgan hamda kelasi zamon shakllarini ifodalashda analitik usul keng qo'llanadi:

- I have gone – Men bordim
- I have been given – Menga berishdi
- She will go – U boradi
- We shall be studying – Biz o'qiyotgan bo'lamiz

Grammatik kategoriyalarni ifodalashda sintetik yoki analitik usullarning qaysi biri ko'proq qo'llanishiga qarab tillar morfologik jihatdan sintetik yoki analitik tillar sifatida farqlanadi. Biroq, bu usullar o'rtasida aniq bir chegara yo'q, chunki ko'pgina tillarda ikkala usul ham mavjud.

Agar bir tilda, asosan sintetik usul qo'llansa, bu til sintetik til deb tasniflanadi, agar analitik usul ustun bo'lsa, u analitik til hisoblanadi. Masalan, xitoy, koreys, vietnam tillari sintetik tillar qatoriga kiradi, ingliz, fransuz, grek va bolgar tillari esa analitik tillar hisoblanadi.

Eng avvalo, har qanday so'zning grammatik shakli qandaydir grammatik turkumga tegishli ekanligi yoki boshqa so'z bilan aytganda, qandaydir grammatik kategoriyani ifodalashiga e'tibor qaratish lozim. Masalan, "birinchi shaxs" yoki "hozirgi zamon" kabi tushunchalar o'zining sof shaklida, boshqa turkumlardan ajralgan holda, alohida grammatik kategoriyalar bo'lib, ma'lum o'ziga xos so'z shakllarida namoyon bo'ladi. Ular kategorial shakllar deb ataladi.

A.I. Smirnitkiyning fikricha:

1. Har qanday grammatik kategoriya kamida ikkita turkum shakl bilan ifodalanishi kerak, aks holda u mavjud bo'la olmaydi, chunki u umumiy xususiyatga ega. Masalan, faqat bitta grammatik shaxs yoki bitta hol mavjud bo'lgan til bo'lishi mumkin emas.
2. Hech bir kategoriyali shakl so'zning barcha shakllarini qamrab olmaydi, ya'ni u berilgan so'zning barcha shakllari bilan ifodalanmaydi.
3. Bir xil so'z shaklida bir nechta grammatik kategoriyalar, masalan, shaxs, son va zamon kabi elementlar birlashishi mumkin va ma'lum shakllarning birikmasi ma'lum grammatik so'z shaklini tashkil etadi. Masalan, ingliz tilidagi "He takes" bir nechta

grammatik kategoriyalarni o'zida mujassam etadi: (3-chi) shaxs, (birlik) son, (hozirgi) zamon, aniqlik, umumiy aspekt va ifodali mayl.

4. Bir vaqtning o'zida ikkita holat yoki ikkita son mavjud bo'lishi mumkin emas.

5. Har qanday og'zaki grammatik shakl kamida bitta kategorik shaklni ifodalaydi, shu sababli har qanday grammatik fe'ning shakli boshqa shakllarga qarama-qarshi qo'yib yasaladi.

Nazariy jihatdan, universal grammatik kategoriyalarning mavjudligi haqida fikrlar ilgari surilgan, xususan, umumjahon grammatika doirasida, ammo bu g'oya tanqidga uchragan. Odatda maktablar ingliz tilida nutqning 9 ta qismi borligini o'rgatadi: ot, fe'l, artikl, sifat, bosh gap, olmosh, ergash gap, bog'lovchi va kesim. Biroq, bundan ko'proq grammatik va kichik kategoriyalar mavjud. Masalan, otlar uchun ko'plik, birlik va egalik shakllarini ajratish mumkin. Ko'pgina tillarda so'zlar grammatik jinsi, holi (sub'yekt, ob'yekt va boshqalar roli) kabi belgilar bilan ham ajratiladi; fe'llar esa zamon va boshqa kategoriyalar uchun farqlanadi.

Har bir so'z gapning ma'lum bir qismida o'ziga xos morfologik shakllarga ega bo'lib, bu shakllar morfologik paradigmani tashkil etadi va grammatik kategoriyalar bilan bog'liq bo'lishi mumkin. Masalan, ingliz tilida "-lar" qo'shimchasi son kategoriyasini, "- edi" esa zamon kategoriyasini ifodalashi mumkin.

Professor J. Bo'ronovning fikricha, grammatik kategoriyalar ikki turga bo'linadi:

- Grammatik makrokategoriyalar yoki birlamchi grammatik kategoriyalar (Bir paytlar Aristotel tomonidan taklif qilingan termin);

- Grammatik mikrokategoriyalar yoki ikkilamchi grammatik kategoriyalar (Bu ham Aristotel tomonidan taklif qilingan termin).

Ma'lumki, so'zlarning leksiko-grammatik guruhlari birlamchi grammatik kategoriyalardir. Tillarning taqqoslanishiga ko'ra, gap bo'laklari quyidagi xususiyatlarga asoslanib tasniflanishi mumkin:

a) leksik va grammatik ma'nolari;

b) ayrim so'z turkumlarining morfologik shakllarini umumlashtirish;

c) gapdagi so'zlarning vazifasiga ko'ra.

Xulosa

Xulosa qilib aytganda, ikkilamchi grammatik kategoriyalarni qiyoslash misollarida grammatik ma'no va grammatik shakllarni aniq belgilash mumkin. Ingliz, rus va o'zbek tillarida ko'plik otlar, olmoshlar va fe'llar orqali biror narsaning yoki kimningdir ko'p sonini ifodalash amalga oshiriladi. Masalan, "bu kitoblar qiziqarli" – bu iborada uch tilda ham ko'plik shakli ishlatiladi va sof ko'plikni anglatadi. Shu bilan birga, barcha taqqoslanayotgan tillarda ko'plik shaklida qo'llanilmaydigan otlar ham mavjud. Masalan, "sevgi", "do'stlik", "nafrat" kabi mavhum otlarda har uchala tilda ham ko'plik kategoriyasi ishlatilmaydi. Bu ulardagi aniqrog'i, boshqa tizimdagi tillardagi universalidir.

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AN APHORISM AS A WHOLE STATEMENT: SYSTEMS OF ORGANIZATION INTEGRATING SEMANTIC COMPONENTS

I. Akramov¹

Abstract:

The relevance of the undertaken research is determined by an integrated approach to the study of an aphorism as an integral text. Of particular importance is the inclusion in the scientific paradigm of the study of those communicative factors, extralinguistic, that determine the production of the text and its interpretation. An aphorism is considered from the standpoint of communicative stylistics as a special type of text, linguoculturally and genre specific. The purpose of the article is to study the basic structural mechanisms of the design of an aphorism as an integral text and the conditioning of such an aphoristic structure on the semantics and pragmatics of an aphorism.

Key words: aphorism, literary text, linguistic and stylistic specificity, structural and semantic features, context, pragmatic effect, value picture of the world.

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Modern concepts of communicative stylistics interpret an aphorism as a special text, which is characterized by linguistic-stylistic and genre specificity. Traditionally, aphorisms are understood as judgments that are brevity, characterized by philosophical meaning and completeness in a semantic sense [3]. such judgments retain a connection with the personality of a particular author and have a figurative form [4:3]. aphorisms are also studied from the standpoint of cognitive-pragmatic and linguo-culturological approaches, cf.: "... aphorisms <...> contain a large amount of information about traditions, foundations, the uniqueness of the worldview and mentality of a particular linguistic community" [5:8]. In the scientific paradigm of modern linguistics, it is promising to consider an aphorism as an integral text of a small format, as a statement that has a special semiotic and communication status.

Aphorism as a complex phenomenon is a relevant object of linguistic research, developing in several directions, priority among which are communicative-stylistic, cognitive-pragmatic, linguo-culturological and structural-semantic. communicative stylistics creates the necessary conditions for clarifying specific features of an aphorism, in particular, recognizing its artistic and figurative speech concretization as fundamental. This basic feature of a literary text is determined by a number of extralinguistic factors that distinguish it from figurative concretization in a literary text, and in this regard, it is important that the concept of artistic figurative speech concretization is much broader than the understanding of verbal imagery [1]. aphorisms are used in a variety of social spheres (science, art, politics, law, religion, everyday life, etc.), in official and informal communicative situations, combining logical and figurative thinking, which is facilitated by a complex of aphorism functions, including aesthetic, communicative, expressive function. In addition, an aphorism is potentially characterized by pragmatic attitudes of reasoning, denunciation and reproach, warning, (self) justification, statement, justification, appeal to authority (including the author himself), motivation, advice, knowledge, aesthetic impact, etc. [6:9]. The study of an aphorism from the standpoint of systemic stylistic analysis and the method

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of linguistic interpretation of a text [7] makes it possible to identify its constitutive features - general significance, expressiveness, information density (conciseness) - and to describe the correlative connections of the logical-semantic and linguistic aspects in an aphorism as a special type of text.

The cognitive-pragmatic direction in the study of aphorisms makes it possible to identify their features that organize aphoristic discourse [8] and the linguistic picture of the world, determined by the mentality of the ethnic group and linguistic personality [9]. the structural-semantic approach focuses on describing the place of aphorisms in the paremic picture of the world, their correlations with proverbs, sayings and other phraseological units [5; 10; 11], and also determines the specifics of an aphorism as a small-format text as a whole [12; 4], including in the aspect of intertextuality [9;5].

As a special type of text, an aphorism is both a speech work, which is characterized by independence, and a microtext (a component of the macro-context) [3], while such characteristics can be applied to the same aphorism [5], which determines its structure and functions. Based on the structural criterion, isolated and introductory aphorisms are distinguished. isolated aphorisms are statements that the author himself qualifies as aphorisms, which allows him to sometimes combine them into separate collections of his own sayings. the very name of the genre - aphorism - is not always represented in the titles of books (for example, "for every day", "The Way of Life" by L. N. Tolstoy); sometimes authors resort to using synonyms of the term (for example, "Maxims and Moral Reasoning" by La Rochefoucauld). nevertheless, there are also cases of including the very name of the genre (for example, "excerpts and aphorisms" by P. Ya. Chaadaev). introductory aphorisms are studied as sayings that are an integral component of an artistic or journalistic, scientific text, which are nevertheless isolated from larger texts on the basis of the implementation of conceptually significant ideas in them (in this case, the marker is lexemes and lexical combinations included in a certain concept sphere) and the possibility of limiting the volume of the introductory aphorism (no more than three sentences).

In our opinion, if the aphorism is not initially isolated, but is presented in the text as its semantic and structural component, as a separate syntactic unit within the text, then it can be studied from the standpoint of linguistics only as an integral text, and its semantic structure in this case acquires a more universal meaning, applicable not only to a specific context from which it is isolated, but also realizing ontological content. in other words, the structural and functional autonomy of an aphorism becomes possible only if its original meaning is transformed when extracted from a specific context in the coordinates of a literary text.

The mechanisms of the structural-semantic organization of an aphorism are determined by certain semantic features of such a complete text: first of all, the aphorism must have a laconic volume, the coordinates of which must contain a certain universal idea that clarifies aspects of human existence, guides his thoughts about universal values, capable of giving answers to ontologically important questions. It is also important to note that the design of an aphoristic statement within an integral text of a larger volume is also influenced by extralinguistic factors that make it possible to translate linguistically and culturally through an aphorism.

Significant meanings elucidation of the mechanisms of the structural organization of aphorisms is necessary, first of all, for their correct isolation from the macrocontext. the semantics of an aphorism must be broader than the context that surrounds it; it must be free from contextual and situational restrictions, for example: "generally speaking, it is not known how much a person needs. probably more than what he needs, and no less than what he wants" [7]. The aphorism given as an example is indeed a statement that has a universal meaning, which is realized through the use of the lexeme person and other grammatical means (pronouns how many, comparative degree of adjectives more, less, etc.).

An aphorism can be included by the author in a wider context in different ways. An aphorism does not always undergo transformations in the text: it may not depend semantically on the context, its representation as an independent text does not entail changes in the structural-semantic and/or lexico-grammatical organization. such aphorisms are autonomous in relation to the surrounding context, for example: "Some of us get paid well. some win on loans. Some people even know where they get their money from. but we have little idea what wealth is" [8]. We emphasize here that the autonomy of the highlighted aphoristic statement can be recognized through the use of the pronouns *we* and *some*, which expands the applicability of the verbalized situation to the widest addressee.

One of the important semantic features that determine the structure of an aphorism as an integral text of a special type is its general validity. General validity is understood as a certain value of information recorded by an aphorism for a wide addressee. the cognitive basis of general significance is formed by the relevance of the subject of speech and the philosophical depth of the statement, provided, in turn, by ontological meanings. in the structure of an aphorism, universal validity appears as an explication of didacticism. for example, M. Zoshchenko: "science is imperfect. truth is the daughter of time" [9]. universal significance receives consistent implementation here, first of all, because it refers the addressee to his background knowledge and experience: indeed, a person cannot comprehend the truth in an instant, this requires work and time. In our opinion, this aphorism also has special pragmatics due to the author's effective implementation of laconic statements and their strict logical sequence: science is a "tool for comprehending truth" - truth.

In a specific literary text in which the introductory aphorism is differentiated, general significance can have different shades: these are the edifying, pragmatic or contemplative-informative orientation of general significance. however, in all cases of realization of general significance, the priority remains the generality of the judgment, supported by the expressiveness of their speech design, for example: "war will become absurd, I think, when technology reaches an absolute hit" [9]. in the above aphorism, universal significance is achieved by appealing to the universal values of humanity and anti-war pathos, while the semantics of the aphorism is clarified by highlighting those pragmatic features that characterize modern changing world: the author proves that war will then cease to be a popular way of resolving contradictions when the technical means of waging it become impeccable in terms of the effectiveness of achieving results.

Paradoxically, an aphorism retains its general validity even in the case of zero realization of generality, which can be observed in aphorisms of a specific historical or epigrammatic nature, for example: "Actually, we don't have any rich people. but we have wealthy people" [8]. We especially emphasize here that the opposition, which is the basis of the structural-semantic organization of the aphorism, has a specific historical origin, since M. Zoshchenko creates his literary texts in the first years of Soviet power, which means that the denial of wealth is included in the official ideology. nevertheless, it is clear that it is precisely the discrepancy with ideological guidelines that forms the basis of satire in Zoshchenko's texts, therefore the use of synonyms *rich* and *prosperous* acquires new clarifying stylistic and semantic shades.

General significance can also be realized in those aphorisms that, at first glance, are statements characterized by an ironic or humorous orientation. in such aphorisms, evaluativeness comes to the fore, manifesting the components of the author's value picture of the world, for example: "The patient is worthless now. that is, everyone strives to get treatment for nothing using an insurance card" [7]. the addressee is initially convinced that here the author proves the importance of the main goal of medicine - providing assistance to the patient, ultimately aimed at healing, and not at obtaining profit. The pragmatic effect

arises due to the proof of this truth “from the opposite”, which, moreover, is enhanced by means of the colloquial style (worthless, insurance card, free treatment).

Thanks to originality, the contradictions between the meaning of an aphorism and the reader's extra-linguistic experience or language norms can be actualized, for example: “the mind is a dark matter” [7]. Traditionally, in Russian linguistic culture, the mind is understood as that which leads to the light of knowledge, therefore the paradoxical nature of the semantics of an aphorism allows the author to achieve the necessary pragmatic effect: the statement is easily remembered. In addition, this aphorism also has a deep philosophical meaning - indeed, the mechanisms of human cognitive activity are difficult to comprehend, since the observer necessarily turns out to be at the same time a participant in the experiment (it is impossible to observe the activity of consciousness in isolation, without involving the cognitive mechanisms of one's own mind).

Alogism, which forms the foundation for the realization of the originality of an aphorism, consists of an unexpected combination of phenomena and objects that are not correlated in everyday life. Thanks to illogicality, the author gets the opportunity to express in a laconic form the entire semantics of artistic images, often in this way defining his own artistic principles and demonstrating the value picture of the world in an artistic text, for example: “and stupidity is not a headache that goes away with powder” [7]. in the above aphorism, the pragmatic effect is fixed by comparing the incomparable (stupidity is a headache), revealing a significant component of the value the author's world pictures.

An important feature of an aphorism, which determines its structural and semantic organization, is also its information density (conciseness), for example: “It is a great misfortune not to love anyone” [9].

Analysis of the research material allows us to talk about the importance of intertextuality in the structural and semantic organization of aphorisms. Thus, M. Zoshchenko refers to well-known texts, indicating their author, for example: “various sublime thoughts pass through. Various humane phrases are crowded in my head. different poems come to mind. something like this comes to mind from Pushkin: “Daddy, daddy, our nets brought in a dead man...”” [6]. in the given aphoristic statement the name of the author of the poetic lines is verbalized, and the poetic fragment itself from the poem by A.S. Pushkin “The Drowned Man” (1828) is intended to evoke broad linguistic and cultural associations in the reader. The comedy of the aphorism lies here in its illogicality, because there is a semantic contrast between the lexical combinations of sublime thoughts, humane phrases and lines included in this aphoristic context. Also, a representative example of the intertextuality of the aphorism: “Rough age. Rough manners. there is no romanticism” [7]. in our opinion, the implicit reference to the final phrase of Pushkin's “miserly knight” (1830) “terrible age, terrible hearts!”, pronounced by the Duke as a moralistic conclusion, receives here not only a lexical, but also a semantic transformation, and its sublime pathos is reduced by the vernacular formalizing the thought “there is no romanticism” and replacing the adjective terrible with rude. We find an even more complex case of the implementation of intertextuality in the following aphorism by M. Zoshchenko: “reason conquers suffering. but the “sufferers” do not want to give up their positions.

Conclusion. This article makes an attempt to systematize the mechanisms of the structural and semantic organization of an aphorism as an integral text and, on this basis, to establish criteria for isolating an aphoristic statement from a larger literary text. elucidating the factors that determine the semantics and pragmatics of an aphorism as a special type of text seems relevant for modern linguistics due to the blurring of boundaries and the lack of a clear methodology for a relatively new field of research - aphorism. aphorisms act as individual statements characterized by general significance, expressiveness, and laconic volume. one of the important factors that can influence the structure and semantics of an aphorism is intertextuality. in addition, alogism, which often forms the basis of the structure

of an aphorism, is capable of imparting additional expressiveness to an aphoristic statement and revealing ontologically significant meanings thanks to a unique form of representation of an idea.

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SCIENTIFIC-THEORETICAL PERSPECTIVES ON THE CLASSIFICATION OF TERMS

*Д. Ходжаева¹**Abstract:*

The article examines the classification of terms from different theoretical points of view. It presents the morphological classification of R.F. Pronina, which identifies three categories, and V.M. Leychik, who emphasizes the multifaceted nature of terms, offering a classification structure based on general and individual characteristics of terms.

Key words: linguodidactic terminology, thematic classification, interdisciplinary terminology, reference scheme, connotative scheme, functional scheme, semantic group.

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It is evident that the classification of lexical data or the terminological system of a specific language into thematic groups represents a widely employed analytical method within the field of linguistics. In the process of categorizing words or terms into thematic groups, both their meanings and nominative functions are taken into consideration. Words or terms that are organized around a shared topic, concept, or idea collectively form a distinct thematic group.

As previously noted, there exist various methodologies and approaches for investigating the lexical data or terminology of a particular language in linguistic studies, among which the classification and analysis by thematic groups is relatively prevalent. The following conclusions can be drawn regarding the concept of thematic groups: 1) the division of words into thematic groups constitutes a method for describing and examining the lexical inventory or terminology of a language as a cohesive system; 2) subjectivity and nominative characteristics serve as the primary criteria for the categorization of words and terms into thematic groups.

Each lexeme is characterized by three distinct types of schemas: a reference schema, a representation schema (connotative schema), and a task schema (functional schema). When classifying lexical units into thematic groups, it is essential to consider both their primary meanings and task schemas. The expression schema of a lexeme is examined within the context of its lexical-semantic group. These principles are equally applicable to the study of terms. Thematic classification of terms holds significant scientific and theoretical value for several reasons.

1. The number of thematic groups is inherently linked to the social dynamics of a given nation. Establishing a comprehensive understanding of specific domains of socio-economic, cultural, and educational life—such as science, culture, education, and economy—serves as a foundation for enhancing knowledge regarding their formation, development, and evolution. Information pertaining to the socio-economic landscape, socio-cultural contexts, and religious beliefs of a population is distinctly reflected in the thematic clusters of words and terms.

2. This understanding provides a clear framework for analyzing the composition and quantity of words and terms within a particular vernacular. It elucidates the fields or domains in which these lexical items are predominantly utilized and offers substantial insights into the underlying factors contributing to their prevalence.

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3. Furthermore, it facilitates a nuanced assessment of historical transformations in specific language terms, viewed through the lens of contemporary lexicology.

The term "classification" is derived from Latin, with its dictionary definition encompassing the action of categorizing or dividing entities into classes based on their distinctive characteristics. Classification plays a crucial role in human cognitive processes and is recognized as a fundamental aspect of thinking. This system of organizing objects into categories based on similarities and differences among items within a category is referred to as classification.

In certain contexts, when the symbols, objects, and events utilized for classification do not reflect natural processes, this is termed artificial classification within scientific discourse. An illustrative example of this is the alphabetical organization of students, which may include attributes such as age, interests, talents, educational motivations, and levels of professional training. This classification method is extensively employed in various scientific domains and is particularly prevalent in the field of linguistics.

From the discussion above, it can be inferred that there are two principal types of classification in science: natural and artificial. In both scientific inquiry and educational frameworks, classification is instrumental in mastering specific features. Classifications are essential for establishing order among objects, allowing for comprehensive examination and detailed investigation of the material under consideration.

Terms can be classified from various perspectives. Notably, R.F. Pronina's morphological classification delineates three categories: 1) simple terms (e.g., lesson, plan, material); 2) complex terms (e.g., communicative, assessment, testing); and 3) term-phrases or multi-component terms (e.g., lesson planning, computer-assisted teaching, data-driven teaching, material adaptation) [5; 8].

Additionally, Leychik posits that the concept of a term is multifaceted, encompassing specific characteristics. He proposes a classification framework based on two types of term characteristics: general and individual.

1) This framework includes general scientific and technical terms, category terms, interdisciplinary terms, and specialized terms.

2) It is widely acknowledged that the scientist, considering the overarching characteristics of the terms, deems it essential to categorize them into general scientific and technical terms, category terms, interdisciplinary terms, and specialized terms. Furthermore, when accounting for specific characteristics, the scientist favors classifying them as general scientific and technical terms, category terms, cross-disciplinary terms, and specialized terms. [4; 112].

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THE EMERGENCE AND DEVELOPMENT OF VIEWS ON PAREMIOLOGY IN LINGUISTICS

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Abstract:

This article explores the emergence and development of paremiology within the field of linguistics. Paremiology, the study of proverbs and sayings, has been a subject of interest for centuries, with proverbs being considered an integral part of any language and culture. The article traces the historical development of paremiological studies, from early philosophical reflections on the nature of proverbs to the more contemporary linguistic approaches. It highlights key contributions from scholars in linguistics, folklore, and anthropology, and demonstrates how paremiology has evolved into an interdisciplinary field that intersects language, culture, and cognition. Furthermore, the article discusses the significance of proverbs in shaping linguistic theory, communication, and cultural identity.

Key words: Paremiology, proverbs, linguistics, cultural identity, folklore, communication, cognitive linguistics, interdisciplinary studies.

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Paremiology, the study of proverbs, has long been a significant part of linguistic and cultural research. Proverbs, as concise expressions of folk wisdom, moral lessons, or cultural truths, have played a vital role in everyday communication and cultural preservation. The origins of paremiology date back to ancient civilizations, where philosophers, scholars, and writers such as Aristotle and Erasmus recognized the importance of proverbs in rhetoric, philosophy, and education.

The 20th century saw paremiology transform into a more structured field of study within linguistics. Linguists and anthropologists began to analyze proverbs not only as folkloric elements but also as units of language that offer insights into the cognitive and cultural patterns of societies. Today, paremiology is regarded as an interdisciplinary field that connects language, culture, psychology, and cognition.

The study of proverbs began in ancient times, with early philosophers and scholars acknowledging their importance in communication and moral teaching. Aristotle, for instance, referred to proverbs as rhetorical devices that can convey universal truths in a compact, memorable form. The Renaissance period witnessed a resurgence of interest in proverbs, most notably with Erasmus's *Adagia*, a compilation of over 4,000 proverbs that became a seminal work in European paremiology.

By the 19th century, the collection and classification of proverbs became a scholarly endeavor, as seen in the works of folklorists and ethnographers. Scholars began to collect and categorize proverbs from various cultures, recognizing their value as cultural and linguistic artifacts. The comparative approach to paremiology emerged during this period, with scholars attempting to identify common themes and structures across different languages and cultures.

In the 20th century, the formal study of proverbs moved into the realm of linguistics, with scholars examining the syntactic, semantic, and pragmatic aspects of proverbs. Structuralist linguists analyzed the form and function of proverbs within the context of

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language systems, focusing on their formulaic nature and their role as fixed expressions. Proverbs were seen as a form of traditional, collective wisdom encoded within the language.

The development of cognitive linguistics in the latter half of the 20th century provided new perspectives on paremiology. Cognitive linguists began to explore how proverbs reflect cognitive structures and conceptual metaphors inherent in human thought. George Lakoff and Mark Johnson's work on metaphor, for instance, revealed that proverbs often rely on underlying metaphorical concepts that shape how speakers of a language perceive and interact with the world.

Folk paremiological creativity has its own laws and principles. It is these characteristics of it that are studied by the field of paremiology of folklorology, paremiography with the accumulation of folk paremiological units. In paremiology, the smallest unit that expresses a holistic idea is called *paremia*. According to Berdiyev in his "Paremiological Dictionary of the Uzbek language", Paremiology studies phrases such as proverb, *matl*, *aphorism* in two ways:

1. *Paremas* passed from generation to generation only in oral form, being a product of folk oral creativity, are the object of literary science, because, many of these wise phrases resemble a poetic mold, and artistic means of representation such as imitation (*istiora*, *tashbeh*, metaphor), comparison (*anateza*), parallelism, anaphora, rhyming, euphonic means (alliteration, assonance) irony, *pitching*, *kesatiq* will be used.

Paremiology today is an interdisciplinary field that intersects linguistics, anthropology, folklore, and psychology. In linguistics, proverbs are studied for their syntactic, semantic, and pragmatic properties. In anthropology and folklore, proverbs are examined as cultural artifacts that embody collective wisdom and social norms. Psychologists, particularly those in the field of cognitive science, are interested in how proverbs influence thought patterns, memory, and decision-making.

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SOME LINGUISTIC ISSUES OF COMMUNICATIVE ASPECT OF SPEECH

*D.Aliyeva¹, M.Bobojonova²**Abstract:*

The article studies the role of lexical nominations in the events in the form of speeches, the relations between lexis and propositive nominations, and also their mutual dependence.

Key words: communicative aspect, predicative, nominatives, propositive nomination, theme, rheme.

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Words with a complete meaning or independent words can be of peculiar functional value in the structure of a sentence. Words with an incomplete meaning or non-independent words can reach only functional activity in the structure of a sentence. According to the statement of G.A. Zolotova, any surface is considered to be the object of functional activity of another smaller surface. If certain surface forms a relationship with another larger surface, it is believed to be the means of formation of that larger surface. Amenably to the view of G.A. Zolotova, syntactic means require particular materials characteristic to them. For this reason, there exists a special system of structure of syntax. On the basis of these concepts the notions of “meaning” and “function” are distinguished. Meaning implies a morphological concept, function implies a syntactic concept. This, definitely, contributes to the combination of the concept of meaning and function. [1]

Accordingly, when G.A. Zolotova analyzes topic parts of a sentence she claims that a part (theme) named with the term “datum” is indicated in accordance with the speaker’s preference, not with that of a listener, and thereby it acquires communicative activity. Furthermore, she states despite the fact that the term (rheme) “topic” obtains a logical emphasis; it is indicated in correspondence with what is significant from a semantic view point within the expression of information by a speaker, not from a logical viewpoint. She mentions that at present time a logical emphasis which is important from a communicative point of view fulfills the task of culminating point.

In our estimation, this opinion of G.A. Zolotova seems to need some elucidation. Since a communicative paradigm that defines itself with its name forms not in a language, but in speech. The scheme of this paradigm can be solely envisaged in a language. In our view, opportunities of a language exist in a virtual condition prior to communicative process. Communicative process means conversation, discussion.

In the research of John Austin there is given an idea about the following three types of pragmatic acts: locutive act, illocutive act and perlocutive act. [3] The researcher makes mention of the fact that a locutive act being associated with pronunciation of a phrase unites phonetic, factic and retic acts within its surface. Phonetic act studies the problems connected with the pronunciation of components of a phrase and a phrase itself on the basis of its phonological rules, retic act studies the issues connected with semantic features of a phrase.

As we observed, while illocutive act reveals a speaker’s goal, perlocutive act demonstrates the influence of illocutive act that is shaped in the speech of a speaker on a listener. In general, all three pragmatic act in spite of their being independent are closely

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interconnected, since all of them show activity simultaneously. This can be observed even in the process of formation of a propositive structure. To put it differently, it can be perceived that a locutive act is a speaker's colloquial style, an illocutive act is the formation of a speaker's speech (questions, answers, suspicion, belief, order, wish and etc.), a perlocutive act is the influence of a speaker's speech on who it is directed to.

When a communicative massive sentence is transposed into a phrase, it loses its communicative features. However, its nominative meaning is retained.

It is also worth mentioning that in most cases a speaker opts for a nominative meaning in its simplest form. Actually, this type of situations is mainly observed in a colloquial speech. For instance, can see a complicated formation of the following question in French in its variant given in the Russian language "Qui rest ce qui est arrive?" (Кто есть тот, кто пришёл). In this case the answer might be complicated as well: Тот, кто пришёл, есть Иван. But in a colloquial speech as simple nominative units as it is possible are chosen: Иван пришёл or Иван. [4]

Accordingly, it is viewed that there is a situation equal to referent behind a nominative meaning of a sentence. A sentence can consist of one compound (It is raining. Morning) or multiple components. However, a nominative meaning does not have an impact on its connection with a certain situation. Communicative condition is associated with the application of nominative constructions in speech. In some cases a nominative meaning serves as invariant for several transforms of a sentence, and it does not have a negative effect on the expression of a nominative meaning, but via the use of these transforms in communicative procedure it can be seen that they are differentiated: Asrora o'zining sho'xligi, og'zi botirligi bilan butun qishloqqa nom chiqargan edi (S.Ahmad.Ufq) – Asroraning o'zining sho'xligi, og'zi botirligi bilan butun qishloqqa nom chiqarganligi. (Asrora has always been famous for her joviality and bravery.)

It is apparent that a nominative meaning expressed in transforms is based on single semantic invariant. However, it is doubtless that every transform is used in a particular communicative process.

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THE ROLE OF PRAGMATIC COMPETENCE IN SECOND LANGUAGE ACQUISITION

G. Ruzmatova¹*Abstract:*

Pragmatic competence, the ability to use language appropriately in social and cultural contexts, plays a crucial role in second language acquisition (SLA). While traditional language instruction often emphasizes grammar and vocabulary, the importance of pragmatic skills is increasingly recognized in helping learners navigate real-world communication. This article explores the role of pragmatic competence in developing effective communicative abilities in second language learners. It reviews the theoretical foundations of pragmatics in language use and presents empirical studies showing how pragmatic failures can lead to miscommunication. The article also discusses methods for teaching pragmatic competence, such as the integration of cultural learning and authentic language use in classroom settings. The findings suggest that pragmatic competence should be a core component of language education to prepare learners for successful interaction in diverse linguistic and cultural environments.

Key words: pragmatic competence, second language acquisition, communicative competence, language pragmatics, intercultural communication, language teaching, real-world communication, SLA, sociolinguistics, cultural awareness.

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Introduction

The concept of pragmatic competence has gained increasing attention in the field of second language acquisition (SLA) as language education moves beyond the traditional focus on grammar and vocabulary toward a more holistic understanding of communication. Pragmatic competence refers to the ability to use language appropriately in social and cultural contexts, including understanding speech acts, politeness strategies, and the implicit meanings behind words and phrases. This thesis explores the essential role that pragmatic competence plays in SLA and its importance in helping learners navigate real-life communication. By examining both theoretical perspectives and empirical evidence, this research aims to demonstrate why pragmatic competence should be a key component of language education.

Literature Review

Pragmatic competence is rooted in the broader concept of communicative competence, which encompasses grammatical, sociolinguistic, and strategic competencies (Canale & Swain, 1980). While earlier SLA research focused primarily on the acquisition of grammar and syntax, more recent studies emphasize the need for learners to understand how language is used in various social contexts (Levinson, 1983; Kasper & Rose, 2001). This section will review key theories in pragmatics, including speech act theory (Austin, 1962; Searle, 1969) and politeness theory (Brown & Levinson, 1987), as well as research showing how pragmatic competence is critical for avoiding communication breakdowns and fostering successful interactions.

Theoretical Framework

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Pragmatic competence involves several subcomponents, including understanding how language functions in specific contexts, recognizing cultural norms, and interpreting implicit meanings in conversation. Drawing on theories from both pragmatics and sociolinguistics, this section will present a theoretical framework for understanding the role of pragmatics in SLA. The research will also explore how pragmatic competence interacts with other aspects of communicative competence, such as grammatical and sociolinguistic competence, to facilitate effective communication.

Research Methodology

The research will use a mixed-methods approach to investigate the role of pragmatic competence in second language learners. Quantitative data will be collected through language proficiency tests measuring learners' understanding of pragmatic norms, such as politeness strategies, speech acts (e.g., requests, refusals, compliments), and indirect language. Qualitative data will be gathered through interviews and classroom observations, focusing on how learners apply pragmatic knowledge in real-life communication situations. The study will also assess the impact of instructional interventions designed to enhance pragmatic competence, such as role-play, cultural immersion activities, and explicit teaching of pragmatic norms.

Findings

Preliminary findings suggest that learners who are proficient in grammatical and lexical aspects of a language may still struggle with pragmatic competence, leading to misinterpretations and awkwardness in conversation. For example, studies have shown that learners often misunderstand indirect requests or fail to use appropriate politeness forms, resulting in unintended rudeness or formality (Bardovi-Harlig & Dörnyei, 1998). This section will present the findings from the study, including specific examples of pragmatic failures and successes, as well as the impact of teaching interventions on learners' pragmatic development.

Discussion

The discussion will focus on the implications of the findings for both language teaching and SLA theory. One of the key issues addressed will be the gap between learners' grammatical competence and their pragmatic abilities, and how language educators can bridge this gap through targeted instruction. The thesis will argue that while fluency in grammar and vocabulary is necessary, it is insufficient for successful communication without an understanding of pragmatic norms. The discussion will also consider how pragmatic competence is intertwined with cultural awareness, as different cultures have varying expectations regarding language use, politeness, and social interaction.

Pedagogical Implications

The pedagogical implications of this research are significant for language teachers and curriculum designers. This section will offer practical recommendations for integrating pragmatic competence into language teaching, such as incorporating authentic language materials, fostering intercultural communication skills, and using role-plays or simulations to give learners opportunities to practice pragmatically appropriate language use. Additionally, the use of technology, such as video-based interactions with native speakers, can expose learners to real-life language use and enhance their understanding of pragmatics.

Conclusion

Pragmatic competence is a vital component of second language acquisition that enables learners to use language appropriately in social and cultural contexts. Without it, even grammatically proficient learners may struggle to communicate effectively in real-world situations. This thesis has shown that pragmatic competence plays a crucial role in developing overall communicative competence and should be prioritized in language instruction. By integrating pragmatic skills into language education, teachers can better prepare learners to navigate the complexities of social interaction in the target language.

Future research should continue to explore effective methods for teaching pragmatics and further investigate the interplay between pragmatic and other communicative competencies.

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PHONETICS AND PHONOLOGY: A COMPARATIVE STUDY OF ENGLISH AND UZBEK

G. Zakhidova ¹, F. Abdurakhmonova ²

Abstract:

The phonetic and phonological differences between English and Uzbek underscore the uniqueness of both languages. English's rich vowel system, variable stress, and complex intonation patterns make it a language full of phonemic distinctions. In contrast, Uzbek's vowel harmony system, simpler vowel inventory, and predictable stress patterns create a language with its own distinct phonological rhythm. These differences present unique challenges and opportunities for learners of both languages, highlighting the beauty and complexity of linguistic diversity. The idea of the uniqueness of English and Uzbek linguistics emphasizes the specific features and structures that set each language apart. This distinctiveness can be seen in several linguistic elements.

Key words: uniqueness, distinction, languages, vowel system, phonology, phonetics, classification, intonation.

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Phonetics and phonology are two critical subfields in linguistics that focus on the sounds of language. Phonetics deals with the physical production and perception of speech sounds, while phonology focuses on the way those sounds function within a particular language. English and Uzbek, two languages from vastly different linguistic families, exhibit significant differences in both phonetic and phonological features.[1] One key distinction lies in their vowel systems and the way stress and intonation patterns operate in English, compared to vowel harmony in Uzbek.

1. Vowel Sounds: English vs. Uzbek

English Vowel System:

English is known for having a rich and complex vowel system, with many distinct vowel sounds that play a vital role in differentiating meaning. English vowels can be divided into two categories: short vowels and long vowels, often paired as phonemic contrasts. For example, the words ship and sheep are distinguished solely by the length and quality of their vowel sounds. English vowels are often described based on their placement in the mouth (front, central, or back) and their height (high, mid, or low), with both monophthongs and diphthongs being common.

- Monophthongs: These are simple vowel sounds with a single, unchanging quality during their production. Examples include /æ/ in cat, /ɪ/ in sit, and /u:/ in blue.

- Diphthongs: English also has several diphthongs, which are combinations of two vowel sounds pronounced within the same syllable. Examples include /aɪ/ as in bite and /oʊ/ as in go.

This abundance of vowel sounds is one of the defining characteristics of English phonology, and it makes English particularly challenging for non-native speakers, especially those whose native languages have simpler vowel systems. [2]

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Uzbek Vowel System:

In contrast, Uzbek, a member of the Turkic language family, has a simpler vowel system. The primary feature of the Uzbek vowel system is vowel harmony, a phonological process that affects how vowels are used within a word. Uzbek vowels can be classified into front and back vowels, and within a word, vowels must harmonize according to whether they are front or back.

- Vowel Harmony: Vowel harmony in Uzbek means that all the vowels in a word must be either front vowels (e.g., /e/, /i/) or back vowels (e.g., /o/, /u/). For instance, if the root of a word contains a back vowel, the suffixes attached to that word must also contain back vowels. This system of vowel harmony is central to the Uzbek phonological structure and simplifies pronunciation for speakers, but it is a feature entirely absent in English.

- Simple Vowel System: Uzbek has six primary vowel sounds (/a/, /e/, /i/, /o/, /u/, and /ə/), which are simpler in comparison to the wide range of vowels in English. These vowels can be long or short, but unlike English, there is no systematic length distinction that changes the meaning of words.

2. Stress and Intonation Patterns: English vs. Uzbek

Stress and Intonation in English:

In English, stress and intonation are crucial for distinguishing meaning both at the word level and in sentences. Stress refers to the emphasis placed on certain syllables within words, and it is phonemic, meaning that changing the stress can alter the meaning of the word. For example, the word *record* (noun) and *record* (verb) have different meanings based on which syllable is stressed.

- Word Stress: In English, there is no fixed pattern of stress placement. Stress can fall on different syllables depending on the word and its function in a sentence. This unpredictability makes English stress patterns difficult to master for learners.

- Sentence Stress: English uses stress to highlight important words within a sentence. For example, in the sentence *He wants to buy a car*, the stress may fall on *car* to emphasize that it is the object being purchased.

- Intonation: English is also an intonation-based language, where pitch patterns (rise and fall of the voice) can convey different emotions, attitudes, or types of sentences (e.g., a question vs. a statement). A rising intonation typically signals a question (e.g., *Are you coming?*), while falling intonation signals a statement or command (e.g., *I'm coming.*).

Stress and Intonation in Uzbek:

In Uzbek, stress and intonation patterns are simpler and less variable than in English. Stress is typically fixed and predictable, often falling on the final syllable of words, which contrasts with the variable stress placement found in English.

- Word Stress: Unlike English, where stress is phonemic, Uzbek stress is generally not used to change word meaning. Most Uzbek words are stressed on the final syllable, making stress patterns more regular and easier to predict for speakers. This fixed stress reduces the complexity of word pronunciation in comparison to English.[3]

- Sentence Stress and Intonation: Uzbek also uses intonation, but to a lesser extent than English. Intonation in Uzbek is generally used to indicate the type of sentence (e.g., question vs. statement) rather than to convey emotion or nuance as prominently as in English.

3. Phonological Processes

English Phonological Processes:

English has several phonological processes that affect how sounds interact in speech. These include:

- Assimilation: Where a sound changes to become more like a neighboring sound (e.g., **input** may be pronounced as *imput*).

- Elision: The omission of certain sounds, especially in casual speech (e.g., *camra* instead of *camera*).

- Linking and Intrusive Sounds : English uses linking consonants or intrusive sounds to connect words, particularly in fast speech (e.g., the /r/ sound in law and order).

Uzbek Phonological Processes:

Uzbek phonology is simpler in terms of the processes that affect sound. Vowel harmony is the most prominent phonological process in Uzbek, as it dictates the way suffixes are formed and how vowels adjust within words.[4] However, Uzbek has fewer instances of complex phonological phenomena like assimilation or elision compared to English.

In conclusion, The phonetic and phonological distinctions between English and Uzbek highlight the individuality of both languages. English's diverse vowel sounds, flexible stress patterns, and intricate intonation contribute to its numerous phonemic variations. On the other hand, Uzbek's vowel harmony, more straightforward vowel system, and consistent stress give it a unique phonological structure. These contrasts offer distinct challenges and learning opportunities, showcasing the richness and complexity of linguistic diversity.

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ANTINOMY AND CORRELATION IN ITALIAN PAREMIOLOGY: SEMANTIC ANALYSIS

B. Sadikova ¹*Abstract:*

This article presents a semantic analysis of antinomy and correlation in Italian paremiology. The research aims to examine how conflict and interrelation are expressed in Italian proverbs, revealing their semantic significance. Discourse analysis and structural semantics were employed as the primary methods. The findings suggest that antinomy and correlation in Italian proverbs carry profound linguistic meaning. In conclusion, these proverbs serve as linguistic units that reflect cultural and moral values.

Key words: Antinomy, correlation, semantics, Italian proverbs, paremiology, cultural values, linguistic analysis.

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Italian paremiology, the study of proverbs, plays a crucial role in linguistic research by providing insights into cultural values, societal norms, and the collective wisdom of a community. Proverbs, as concise and meaningful linguistic units, encapsulate complex human experiences and moral lessons. This study focuses on the semantic analysis of antinomy and correlation within Italian proverbs. Antinomy, characterized by the presence of contradictory elements, and correlation, which highlights interrelations between concepts, are fundamental to understanding the rich semantic layers embedded in proverbs [Jakobson, 1960]. The objective of this research is to explore how conflict and interrelation are manifested in Italian proverbs and to elucidate their semantic significance. Jakobson's work on linguistic oppositions and Permyakov's contributions to paremiological analysis provide a theoretical foundation for examining these phenomena [Jakobson, 1960; Permyakov, 1970]. By applying discourse analysis and structural semantics, this study investigates how antinomy and correlation function within proverbs to reflect cultural and ethical values. This analysis not only contributes to theoretical linguistics but also offers valuable insights into Italian cultural and social norms. Proverbs serve as a mirror to societal values and serve as linguistic artifacts that reveal underlying cultural philosophies and social ethics.

The research methodology is designed to elucidate how these semantic phenomena are articulated within Italian proverbs and to assess their implications for understanding cultural and linguistic dynamics. The theoretical framework for this study is grounded in seminal works on linguistic theory and paremiology. Roman Jakobson's exploration of linguistic oppositions and semantic structures forms the basis of understanding how antinomy operates within proverbs (Jakobson, 1960). Jakobson's model highlights how contradictory elements can coexist within a single linguistic unit, providing a framework for analysing how proverbs encode complex moral and cultural messages. Additionally, G. L. Permyakov's contributions to the structural study of proverbs offer valuable insights into the classification and interpretation of paremiological units [Permyakov, 1970]. His work provides a structured approach to analysing the semantic and syntactic features of proverbs, which is instrumental for understanding correlation and its role in linguistic analysis.

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Discourse analysis is utilized to explore how proverbs convey meanings through the interaction of linguistic elements. This method involves a detailed examination of the context in which proverbs are used and how they reflect social norms and cultural values. By analysing a corpus of Italian proverbs, this study identifies patterns of antinomy and correlation and assesses how these patterns contribute to the proverbs' overall semantic impact. The analysis considers both the literal and figurative meanings of proverbs, providing insights into how proverbs negotiate and articulate contradictions and interrelations within Italian culture. Structural semantics is employed to dissect the underlying semantic structures of proverbs. This method involves identifying and categorizing instances of antinomy and correlation within the proverbs and analysing their functional roles. The study utilizes a systematic approach to classify proverbs based on their semantic features, focusing on how contradictions (antinomy) and interrelations (correlation) are structured and expressed. This analysis is informed by Permyakov's structural framework and is complemented by a comparative approach, examining how similar structures are employed in proverbs from other linguistic and cultural contexts. Proverbs such as "Chi troppo vuole nulla stringe" (He who wants too much holds nothing) and "Lontano dagli occhi, lontano dal cuore" (Out of sight, out of mind) illustrate how Italian proverbs often encapsulate conflicting ideas to convey moral and practical lessons. These proverbs demonstrate that antinomy serves as a mechanism to present complex truths about human behavior and social norms in a concise form. Antinomy in Italian proverbs frequently manifests through the juxtaposition of opposing concepts, which creates a dialectical tension that enhances the depth and resonance of the proverb's message. For instance, the proverb "Nessun dolore, nessun guadagno" (No pain, no gain) contrasts the concepts of effort and reward, illustrating how proverbs use antinomy to underscore the inevitability of struggle in achieving success.

Correlation, or the interrelation between concepts, also emerged as a significant feature in Italian proverbs. Proverbs like "Meglio un uovo oggi che una gallina domani" (Better an egg today than a hen tomorrow) and "Chi semina vento raccoglie tempesta" (He who sows wind reaps storm) exhibit how proverbs establish connections between actions and their consequences or between present and future states. These proverbs illustrate the use of correlation to highlight cause-and-effect relationships and temporal connections. The analysis shows that correlation in Italian proverbs often operates through the establishment of logical or temporal links that provide a framework for understanding the proverb's message. For example, the proverb "Chi trova un amico trova un tesoro" (He who finds a friend finds a treasure) correlates the concept of friendship with the idea of valuable gain, thereby emphasizing the intrinsic value of social bonds. This use of correlation reflects how proverbs encapsulate societal values and norms by linking abstract concepts to practical outcomes. The findings underscore the dual role of antinomy and correlation in Italian proverbs as tools for encoding cultural wisdom and moral lessons. The presence of antinomy allows proverbs to convey complex and often paradoxical truths about human nature and societal expectations, while correlation helps to contextualize these truths within a framework of cause and effect or temporal relationships. For instance, proverbs that employ antinomy, such as "Tanto va la gatta al lardo che ci lascia lo zampino" (The cat goes so often to the bacon that it leaves its paw), not only reflect a dialectical approach to conveying moral lessons but also serve as a means of reinforcing cultural norms and behavioral expectations. Similarly, proverbs that utilize correlation, such as "Chi va piano va sano e va lontano" (He who goes slowly goes safely and goes far), emphasize the importance of patience and prudence in achieving long-term success. The semantic analysis also reveals that Italian proverbs are embedded with cultural references that provide insights into historical and social contexts. For example, proverbs that discuss agricultural or domestic practices reflect traditional Italian lifestyles and values, highlighting the interplay between linguistic expressions and cultural practices.

The findings from this study contribute to a deeper understanding of how antinomy and correlation function within Italian proverbs and their broader implications for linguistic and cultural analysis. The presence of antinomy in proverbs illustrates the complexity of human experience and the ways in which contradictory ideas are reconciled to offer practical wisdom. Correlation, on the other hand, emphasizes the importance of contextual relationships and the ways in which proverbs encapsulate causal and temporal frameworks.

These findings support Jakobson's (1960) assertion that linguistic oppositions are integral to the structure and meaning of proverbs. The study demonstrates that antinomy enhances the expressive power of proverbs by creating a dialectical tension that enriches their semantic depth. Furthermore, the use of correlation aligns with contemporary theories on discourse and pragmatics, which emphasize the role of context in shaping meaning (Norrick, 1985). The results also contribute to Permyakov's (1970) structural approach to paremiology by highlighting how proverbs function as complex linguistic units that encode both semantic and cultural information. The analysis reveals that proverbs are not only linguistic artifacts but also cultural documents that reflect societal values and historical contexts.

This study has elucidated the roles of antinomy and correlation in Italian paremiology through a semantic analysis of proverbs. The findings reveal that antinomy, characterized by the juxtaposition of contradictory elements, enriches the semantic depth of Italian proverbs by encapsulating complex moral and cultural truths. Conversely, correlation establishes logical and temporal relationships between concepts, thereby contextualizing proverbs within broader frameworks of cause and effect or time. The integration of discourse analysis and structural semantics has highlighted how these semantic phenomena function to reflect and reinforce cultural values and societal norms. For instance, proverbs like "Chi troppo vuole nulla stringe" and "Chi semina vento raccoglie tempesta" demonstrate how antinomy and correlation are used to convey multifaceted messages about human behavior and social expectations. These findings align with Jakobson's (1960) theory on linguistic oppositions and Permyakov's (1970) structural approach to paremiology, providing a nuanced understanding of how proverbs encode and communicate cultural wisdom.

Future research should consider a comparative analysis of antinomy and correlation across different linguistic and cultural contexts to further understand the universality and variability of these phenomena. Additionally, diachronic studies could explore how the use of antinomy and correlation in proverbs has evolved over time, reflecting changes in cultural and societal norms. Quantitative analyses of larger corpora and investigations into regional variations within Italian proverbs could also offer deeper insights into these semantic processes.

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DEMONSTRATIVE SEMANTICS OF DANCE TERMS IN ENGLISH AND UZBEK

*O. Khudoyberdieva¹**Abstract:*

This study examines the demonstrative semantics of dance terms in English and Uzbek, focusing on how each language encodes movement and cultural expression. English terms, influenced by French, emphasize technical precision, while Uzbek terms, enriched by Persian, Arabic, and Russian influences, reflect cultural depth. The research highlights how different traditions use language to express dance movements, offering insights into the interplay between language, culture, and dance.

Key words: demonstrative semantics, dance terminology, English, Uzbek, cultural influences, comparative analysis, language and movement, semantics of dance.

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Dance terminology offers a unique window into how languages encode movements, emotions, and cultural expressions. This research explores the demonstrative semantics of dance terms in English and Uzbek. Demonstrative semantics refers to the linguistic elements that describe actions and movements by conveying their visual or expressive nature. English dance terminology is often influenced by various foreign sources, particularly from French in ballet, while Uzbek dance terms are shaped by local traditions and enriched by Persian, Arabic, and Russian influences. This study aims to provide a comparative analysis of how dance terms semantically function in these two languages, highlighting both universal and culture-specific expressions.

The study of demonstrative semantics involves understanding how terms, particularly those used in specific fields like dance, convey direct meaning or represent actions and concepts. When analyzing dance terminology in English and Uzbek, it is essential to explore how language encapsulates cultural nuances and expresses unique dance styles. This review examines the key literature that highlights comparative semantics, cultural influences, and the linguistic nuances in dance terminology across these two languages.

The concept of demonstrative semantics focuses on how language can directly represent physical actions, such as dance movements, through descriptive terminology. Lyons (1995) provides a foundational understanding of how semantics can be used to communicate physicality and movement. [5;65]

Talmy (2000) delves into how motion and spatial orientation are represented in language, which is particularly relevant for understanding how dance terms encapsulate movement descriptions in both English and Uzbek. Their theories suggest that dance terms not only name movements but also reflect the spatial and dynamic characteristics of those movements. [11;58]

Johnson and Larson [2] (2010) discuss how English dance terminology, particularly in genres like ballet and ballroom, tends to be descriptive of the style and structure of movements. For example, terms like “arabesque” or “plié” are precise and technical, reflecting a focus on the form of dance. In contrast, research by Karimova [3] (2018) explores how Uzbek dance terminology is often deeply embedded in cultural narratives, with terms referencing traditional music, attire, and regional dance styles like “Lazgi” and “Andijan polka”. These

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studies demonstrate that while English terms focus on the precision and technique of dance, Uzbek terms emphasize cultural significance and tradition.

A deeper etymological and morphological analysis of dance terminology reveals how terms have been adapted and integrated into each language. Smith [10] (2015) highlights how loanwords in English dance terminology, such as “arabesque” and “tango,” have evolved to fit the phonological and semantic framework of English, while still retaining their original meanings. For example, “arabesque” derives from French, reflecting the historical influence of French culture on ballet. Similarly, Rahmonov [8] (2020) investigates the adaptation of Persian and Arabic loanwords in Uzbek dance lexicon, analyzing terms like “raqs” (dance) and “nagma” (melody) and their integration into Uzbek cultural contexts. This analysis underscores how linguistic borrowing shapes the semantic landscape of dance terminology in both languages, preserving cultural connotations while adapting to new linguistic environments.

To provide concrete examples of the demonstrative semantics of dance terms in English and Uzbek, we can explore how specific terms encode movement, style, or cultural significance. This analysis covers semantics, morphology, cultural context, and the relationship between form and meaning.

Example 1: “Pirouette” (English) vs. “Aylanish” (Uzbek)

Pirouette in English is a term from ballet that refers to a turn or spin on one leg, typically performed with the other leg extended. This term is borrowed from French and has become a standardized technical term in Western dance.

Aylanish in Uzbek translates directly to “turning” or “spinning” and is used to describe rotational movements in traditional Uzbek dance. The term is derived from the Uzbek root *ayla-* meaning “to turn,” with the suffix *-nish* indicating a nominal form.

While both terms denote circular movements, pirouette is more technically specific, emphasizing precision in Western ballet technique. Aylanish, however, is broader in application, used in various styles such as Lazgi or Andijan polka, reflecting a more flexible and contextually rich understanding of turning movements.

Linguistic analysis shows that pirouette has been integrated into the global dance lexicon, emphasizing technique, while aylanish remains rooted in cultural and traditional expressions, reflecting the integration of movement with local dance heritage.

Example 2: “Waltz” (English) vs. “Qo’shiq o’yin” (Uzbek)

Waltz refers to a ballroom dance characterized by a three-beat rhythm and smooth, flowing movements. The term originates from the German word *walzen*, meaning “to roll” or “to turn,” which reflects the rotational nature of the dance.

Qo’shiq o’yin in Uzbek combines *qo’shiq* (song) and *o’yin* (dance/game), describing dances performed to rhythmic music, often with flowing steps. This compound word emphasizes the unity of music and dance, which is a key element of Uzbek dance traditions.

While waltz specifically denotes a structured dance form with a particular rhythm, qo’shiq o’yin encompasses a variety of traditional Uzbek dances, highlighting the cultural practice of combining song and dance. This reflects how Uzbek dance terms emphasize communal and celebratory aspects.

The semantic analysis shows that waltz conveys the structured nature of Western social dance traditions, while qo’shiq o’yin captures the spirit of community and musicality inherent in Uzbek culture, emphasizing the integral role of music in dance.

Example 3: “Leap” (English) vs. “Sakramoq” (Uzbek)

In English, the term “leap” is used to describe a jump or a bound where the dancer moves from one point to another, often covering a significant distance in the air. The term is commonly associated with ballet and other Western dance forms, emphasizing the height, strength, and elegance of the movement. It conveys a sense of soaring through space, focusing on the technical aspect of elevation.

“Sakramoq” in Uzbek translates directly to “to jump” or “to leap” and is used to describe various upward or forward jumping motions in traditional Uzbek dances. Unlike the technical specificity found in English, “sakramoq” has a broader meaning and can describe jumps in everyday life as well as in dance. It is deeply rooted in the cultural context of Uzbek dance, where movements are often expressive and connected to the rhythm of traditional music.

Both “leap” and “sakramoq” convey the idea of jumping, but their cultural applications differ. “Leap” is tied to the precision and structure of Western dance, while “sakramoq” embodies the expressive and rhythm-oriented nature of Uzbek dance. This reflects how each language captures the essence of a movement, integrating cultural perspectives into the semantics of the terms.

Conclusion

This study demonstrates that the demonstrative semantics of dance terms in English and Uzbek are deeply influenced by their respective cultural contexts. While English dance terms tend to focus on technical precision, Uzbek terms often convey cultural, emotional, and spiritual meanings. The research suggests that future studies could expand by including more detailed analyses of specific dance genres and their linguistic representations in other languages. Understanding how different cultures express dance through language can enrich linguistic and cultural studies, as well as improve cross-cultural communication in dance education and performance.

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THE ROLE OF DETECTIVE WORKS IN A PERSON'S LIFE

M. Shoymardonova¹*Abstract:*

This article explores the significant role of detective literature in shaping individual and societal perceptions of justice, morality, and truth. It discusses the genre's historical evolution, its intellectual stimulation, emotional involvement, and moral dilemmas. By analyzing various detective works, the article highlights how these narratives reflect societal values and encourage critical thinking. Incorporating quotes from President Shavkat Mirziyoyev, the paper emphasizes the importance of responsibility and commitment in understanding complex moral issues presented in detective stories.

Key words: Intellectual stimulation, moral dilemmas, societal values, detective fiction, justice and truth.

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Introduction. Detective literature has captivated readers for centuries, offering a compelling blend of mystery, suspense, and moral dilemmas. As President Shavkat Mirziyoyev stated, “We must strive to make our dreams a reality, to instill in our hearts a sense of responsibility and commitment.” This sentiment resonates deeply within the detective genre, where protagonists often confront their own doubts and responsibilities while navigating complex moral landscapes. In detective stories, the pursuit of truth not only challenges characters but also encourages readers to engage in critical thinking and self-reflection. Detective fiction serves as a mirror reflecting society's values and aspirations. Mirziyoyev emphasized, “The future belongs to those who believe in the beauty of their dreams.” This highlights the complexities of human nature depicted in detective narratives, where characters face moral ambiguities and ethical dilemmas. These narratives compel readers to examine the nature of justice and truth, ultimately shaping their understanding of the world around them. Through engaging plots and multifaceted characters, detective works offer profound insights into the human condition, prompting readers to reflect on their own beliefs and values. As we delve into the role of detective literature in shaping individual and collective consciousness, we uncover its significant impact on intellectual engagement, emotional connection, and moral reasoning. Detective works have long held a special place in literature and art. They attract readers and viewers with their intriguing plots, mysteries, and emotional tension. These works—whether books, films, or TV series—not only entertain but also have a significant impact on how people perceive the world, form their thinking, and even shape their moral values. In this essay, we will explore the role detective works play in people's lives and how they influence various aspects of thinking and behavior. Historical evolution of the detective genre. The detective genre began in the 19th century with authors such as Edgar Allan Poe, who introduced the character of the private detective in “The Murders in the Rue Morgue,” and Arthur Conan Doyle, who gifted the world Sherlock Holmes. These works laid the foundation for the classic form of the detective genre, where the protagonist is a detective with exceptional analytical abilities. Over time, the detective genre expanded to include various sub-genres, such as crime thrillers, legal dramas,

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psychological mysteries, and political investigations. In the 21st century, detectives have transitioned from literature and cinema to the digital space, gaining popularity through podcasts, interactive series, and even video games. The historical development of the detective genre reflects not only the evolution of the genre itself but also how society's interests and values change. The depiction of social and political situations in detective works shows how these texts help people understand complex issues of justice, law, and morality. Intellectual stimulation and development of thinking. One of the main aspects in which detective works play an important role in people's lives is intellectual stimulation. They encourage readers and viewers to engage in analytical thinking, consider different versions of events, analyze evidence, and draw conclusions. The process of reading a detective novel resembles an intellectual game where one must be attentive to details and use logic to solve the mystery. Studies show that reading detective fiction can enhance cognitive abilities such as logical thinking, attention to detail, and problem-solving skills. In essence, detective stories serve as a kind of workout for the mind, pushing people to analyze complex situations and find solutions. Emotional involvement and psychological impact detective works also have a strong psychological impact. Immersion in complex and convoluted stories allows the reader to experience a wide range of emotions, from suspense to satisfaction when the mystery is finally solved. Emotional involvement is heightened because many detective plots are based on the conflict between good and evil, the search for justice, and the restoration of order. For many people, reading or watching detective stories becomes a way to relieve stress and distract from real-world problems. The escapism effect created by detective works allows individuals to temporarily escape into a world of mysteries and investigations, serving as a form of emotional release. However, there is a flip side: excessive immersion in detective stories can lead to constant suspicion or even anxiety. Moral dilemmas and shaping values. Detective works, especially those focused on legal investigations and moral dilemmas, often raise complex questions about justice, ethics, and human nature. During investigations, characters are frequently faced with moral choices that require difficult decisions. This encourages readers to think about what is right and wrong and where the line between law and justice lies. Many detective stories demonstrate that justice does not always align with the law, and the heroes may find themselves in situations where moral choices conflict with legal norms. In this context, detective works play an important role in shaping a person's moral compass, prompting reflection on how to act in difficult situations. Social impact of detective works. Detective works often reflect the social issues of their time: corruption, crime, and injustice within the legal system. Such texts can stimulate public discussions about the need for reforms and changes in the justice system. In some cases, detective stories have a direct influence on public opinion and political processes. Modern detective series and films frequently address pressing social issues related to racial, gender, and class discrimination. This makes detective works not just an entertaining genre but also a tool for social analysis and critique. Detectives and mass culture. In the era of globalization and mass culture, detective works have become one of the most popular genres. Books, films, TV series, and even detective-themed video games enjoy immense popularity around the world. This is because detective plots easily adapt to different cultures and social contexts, offering universal themes: the search for truth, the fight for justice, overcoming difficulties. Moreover, detectives often use archetypes that are easily recognizable by the audience: the detective-hero, the criminal, the victim, and the law. These archetypes allow readers and viewers to easily identify with the characters and experience the events along with them.

Conclusion. Detective works hold an important place in a person's life, not only as a source of entertainment but also as a means of developing intellectual and emotional qualities. They help people better understand the world, analyze complex situations, and find moral guidelines. Through detective stories, we reflect on the concepts of justice, law, and morality, as well as learn to see the complexity of human nature. Ultimately, the role of

detective works goes far beyond mere entertainment, becoming a tool. Detective works play a significant role in a person's life, offering much more than just entertainment. They contribute to the development of intellectual abilities, such as analytical thinking and problem-solving, by encouraging readers and viewers to engage with complex mysteries. Emotionally, detective stories provide both an escape from daily stress and a way to process deep psychological and moral questions. Beyond individual benefits, detective works reflect societal concerns, highlighting issues of justice, corruption, and morality. Through these stories, people are prompted to think about ethical dilemmas and the distinction between law and fairness, shaping their personal values and perceptions of justice. In today's mass culture, detective works are a universal form of storytelling that resonates across different cultures, allowing people to connect with timeless themes of truth, justice, and moral conflict. Ultimately, detective stories serve not only as entertainment but also as powerful tools for intellectual, emotional, and moral reflection.

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PROBLEMS OF LEARNING SYNTACTIC BEHAVIOR OF ERGATIVE VERBS IN ENGLISH LANGUAGE

*Sh. Karshieva*¹

Abstract:

This thesis examines the syntactic behavior of ergative verbs in English, highlighting the challenges which learners face due to their dual transitive and intransitive functions. It explores linguists' perspectives on the complexities of these verbs and offers pedagogical approaches, such as explicit instruction and task-based learning, to address these issues in language acquisition.

Key words: Ergative verbs, syntactic alternation, transitivity, second language acquisition, intransitive construction.

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Introduction

The study of ergative verbs in the English language has long posed challenges for both linguists and learners alike. Ergative verbs are a unique class of verbs that exhibit a syntactic alternation between transitive and intransitive structures. What makes them distinctive is their ability to switch the syntactic role of their subject and object depending on the construction. For instance, in sentences like “The door opened” and “Safia opened the door”, the verb “open” operates ergatively by taking an intransitive form in the first example and a transitive form in the second. This syntactic versatility, while fascinating, complicates their learning and teaching.

Understanding the syntactic behavior of ergative verbs is critical for language learners, particularly those seeking to attain higher proficiency in English. Due to the complex nature of these verbs, which often deviate from standard syntactic patterns, they become a stumbling block in second language acquisition (SLA). As learners strive to comprehend why certain verbs can appear in both transitive and intransitive forms, they often struggle with proper usage, which can lead to confusion and errors in both written and spoken English. This thesis explores the syntactic behavior of ergative verbs in English, drawing from prominent linguists' theories and studies.

The syntactic behavior of ergative verbs has been widely discussed by numerous linguists. Ergative verbs, by their nature, exhibit a duality in their argument structure, often causing confusion among language learners and researchers alike. This section reviews key linguistic theories and perspectives to provide insight into the problems associated with the learning of these verbs.

Ergative verbs are typically defined as verbs that can appear in both transitive and intransitive constructions without changing their lexical meaning [Levin, 1993]. The term “ergative” comes from ergativity, a concept in linguistic typology where the syntactic subject of an intransitive verb behaves similarly to the object of a transitive verb [Comrie, 1978]. English, however, is not an ergative language but contains a class of ergative verbs, making it a “split-ergative” system, according to Dixon [1994]. Understanding this concept is crucial for

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learners because it shows that while English is predominantly nominative-accusative, ergative verbs still behave according to ergative-absolutive structures.

Linguists' Perspectives on syntactic challenges

Levin and Rappaport Hovav [1995] suggest that the syntactic alternation seen in ergative verbs, especially in transitive and intransitive forms, reflects underlying semantic roles. For instance, the verb “break” can express an event where an agent causes an object to undergo a change (transitive: “Safia broke the vase”), or it can occur without an explicit agent (intransitive: “The vase broke”). Levin and Rappaport Hovav argue that this alternation creates confusion for learners who may expect a consistent syntactic pattern across all verb categories.

Fillmore [1968] introduces the concept of “Case grammar”, where he asserts that verbs select specific “deep structure” arguments, which can be altered in surface structure. This theory can be used to explain the dual syntactic behavior of ergative verbs. In “The door opened” and “Safia opened the door”, the verb “open” selects different arguments (agent and patient) depending on its construction, confusing learners who are unfamiliar with such fluid argument structures.

Another influential linguist, Pinker [1989], discusses how children and second language learners acquire syntactic structures based on input frequency and patterns. He argues that irregularities, such as the alternation in ergative verbs, disrupt pattern recognition, making acquisition more difficult. This view is supported by Bley-Vroman [1983].

Research on second language acquisition (SLA) has shown that learners often overgeneralize verb patterns, leading to errors with ergative verbs [White, 1987]. For example, learners might incorrectly use an intransitive verb in a transitive context (e.g., “The vase broke it”), reflecting confusion between the syntactic roles of subject and object. Additionally, Talmy [1985] discusses the concept of “lexicalization patterns”, where languages encode motion and causation differently. English ergative verbs often express causation implicitly in intransitive constructions, as in “The door opened”, where the cause is implied but not overtly stated.

Ergative verbs in English include words like break, open, melt, sink, change, burn, freeze, and grow. These verbs can function transitively or intransitively depending on the syntactic structure. For example:

1. Break
 - Intransitive: “The glass broke”
 - Transitive: “Safia broke the glass”
2. Open
 - Intransitive: “The door opened”
 - Transitive: “Shokhista opened the door”

In these examples, the same verb alternates between having an agent and not having one. The intransitive sentences imply that the action happens to the subject without external intervention, while the transitive sentences explicitly mark the agent responsible for the action.

Many ergative verbs imply causation in their intransitive form, which is implicit rather than overt. For example, in the sentence “The vase broke”, the sentence implies that some force caused the vase to break, but this is left unstated. Learners, especially those whose native languages overtly mark causation, may find it difficult to grasp this implicit structure.

The syntactic behavior of ergative verbs poses significant challenges for learners of English, primarily due to their ability to alternate between transitive and intransitive constructions. This thesis has explored the problems learners face when acquiring these verbs, from overgeneralization of verb patterns to difficulties with implicit causation.

In conclusion, while ergative verbs may represent a syntactic anomaly in the English language, targeted pedagogical strategies can significantly enhance learners' ability to grasp

and use them correctly. Future research should continue to explore how best to teach these verbs, with a focus on integrating linguistic theory into practical teaching methods.

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LEXICOGRAPHIC ANALYSIS OF TOPONYMS

D. Azizova ¹*Abstract:*

This article is devoted to the lexicographic analysis of the monolingual explanatory dictionary "Collins Concise Dictionary" (2005). In this article, geographical names are taken into consideration and their lexicographic development is analyzed.

Key words: toponym, dictionary, mega structure, macrostructure, choronyms, astionyms, potamonyms, microstructure.

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It is difficult to imagine the modern world without toponyms. Each toponym can carry a wide variety of information: historical, geographical, linguistic, since geographical names are evidence of historical epochs, in which they arose, formed and spread in certain countries [1]. A toponym usually means a proper name (PN), which denotes the name of a geographical object. So, S. I. Ozhegov defines a toponym as the proper name of a separate geographical place (a settlement, a river, land, etc.) [2].

The historical and cultural significance of toponyms cannot be overestimated. Many place names originated before the first written sources, and as a result, they are considered to be part of the pre-written history of the language [3]. For the society, both modern and obsolete toponyms, having a cumulative function, arouse great interest among historians, geographers, linguists, as well as researchers from other fields of knowledge, including lexicographers [3, p. 189].

PN has long attracted the attention of many professional researchers. According to O. A. Leonovich, "It is due to the relatively high degree of preservation of geographical names that scientists have the probability of identifying toponymic models that are characteristic for each locality of the distribution of this language and for each historical epoch" [3, p. 40]. Currently, PN are studied by representatives of a wide range of sciences. In both Russian and English, PN are considered as an integral part of the native speaker's vocabulary and widely used in speech. They perform three distinct linguistic functions: nominative, cognitive and communicative and has a well-defined lexical and cultural background. Therefore, they should also be the subject of careful description in lexicographic sources [1].

In this regard, the analysis of such linguistic units as PN presented in lexicographic sources are of great importance, since, despite certain successes achieved in the field of onomastics, many issues related to the study of the essence of this class of words still remain unsolved [4].

Geographical names are objective witnesses of various historical epochs and their formation. Toponyms can be considered as an object of cultural heritage, since they are associated with historical or cultural events from the life of the people [5]. For this reason, place names are included in such dictionaries of the national language, as Cambridge, Collins, Longman and Oxford. Among others, a large number of geographical names associated with British history are included in "Collins Concise Dictionary" (2005).

An appeal to the study of PN in lexicographic literature is explained by the important role of these lexical units in language communication. Permeating all spheres of human

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activity, they form a numerous and heterogeneous class [8]. They include not only geographic names (place names) and private people's names (anthroponyms), but also names of various objects of culture (chremotonyms), the names of the companies, various societies and associations (ergonyms), the names of specific periods of time (chrononyms), names of celestial bodies (astronyms) and a large number of other diverse titles [8, p. 46].

Playing an important role in the language, the PN are characterized by the fact that in greater extent than common nouns, they respond to various social changes, and be a kind of registrars of historical events, happening around them and have their sociological and ideological content, which is largely determined by social, historical, economic and other factors [6].

As you know, the peculiarity of PN is that, in fact, their cultural relatedness is displayed not in the nomination, but in the category of denotation itself. The same object can be named differently by representatives of different cultures, and the name will reflect the peculiarities of the national worldview, word formation, phonetics, and spelling of the nominee's language, but the essence of the named object will not change in any way [1].

Each unique name is inscribed in the culture: it is reflected in the language of the people, in their mythology, proverbs, literature and is connected with the history of this people [7].

Our choice of the Collins Concise Dictionary (2005) is justified by its authority and high citation index. Thus, the subject of this article is the lexicographic analysis of toponyms on the material of the dictionary "Collins Concise Dictionary" [8].

Analysis of the principles of registration of toponyms in the dictionary "Collins Concise Dictionary" has identified the most common models of geographical names. Toponyms are mainly represented by nouns (Bix, Bould), a combination of common nouns in both complex (Hors path) and compound names (Cane End), a combination of the proper name and common noun (Tubney), a combination of an adjective and a common noun (West well, Chill Brook). A few three- and four-syllable phrases consist of a pair of nouns and adjectives (White Horse Hill) or from a prepositional group of words (Isle of Rhea).

The "Collins Concise Dictionary" mega structure is traditional and consists of the "Using this Dictionary" section, a list of Abbreviations, an introductory word, the dictionary itself, and an appendix.

The "Using this Dictionary" section is a short summary, a guide to the microstructure of the dictionary. The authors deliberately deviate from the graphical way of presenting information in the introduction. It should be noted that this guide is quite easy to use and therefore in demand by users.

The macrostructure of this dictionary is organized in alphabetical order from A to Z. Its qualitative composition is quite diverse. The dictionary contains a historical, cultural and linguistic commentary of 123 thousand phrases arranged in alphabetical order, knowledge which is necessary for understanding phenomena and facts. The dictionary offers a wide range of world and regional dialects of English with examples and explanations. Lexicographic analysis of the reference book shows that most of the dictionary is occupied by such types of toponyms as choronyms, which make up 45 % of the dictionary. Among them: London, Florida, Cotton State, Canberra Manchester. This fact is not accidental and is due to the fact that choronyms mean the names of large areas, countries, vast spaces. The dictionary also includes astionyms, the names of the cities: Oakland, Calgary, Norwich,; place names for streets, highways, and driveways – Lombard Street, Regent Street, Abbey Road, Bond Street, Bay Street; potamonims denoting the names of rivers – The Severn, Tyne, Clyde, Tay, Force [9].

In the microstructure of the dictionary, a detailed definition of the input unit is given:

London (ˈlʌndən) n 1 the capital of the United Kingdom, a port in S England on the River Thames near its estuary on the North Sea: consists of the City (the financial quarter),

the West End (the entertainment and major shopping centre), the East End (the industrial and former dock area), and extensive suburbs Latin name: Londinium See also City. 2 Greater. the administrative area of London, consisting of the City of London and 32 boroughs (13 Inner London boroughs and 19 Outer London boroughs): formed in 1965 from the City, parts of Surrey, Kent, Essex, and Hertfordshire, and almost all of Middlesex. Pop.: 6 964 400 (1994 est.). Area: 1579 sq. km (610 sq. miles). 3 a city in SE Canada, in SE Ontario on the Thames River: University of Western Ontario (1878). Pop: 303 168 (1991) [9, p. 862].

It should be marked that each input unit is accompanied by a wide set of definitions: grammatical, stylistic, regional, etymological, which are also present in other groups of keywords.

It is necessary to note the presence of etymological issues in the microstructure of the dictionary, which are not available in all dictionaries for general purposes. Etymological issues in "Collins Concise Dictionary", in our opinion, deserve special attention. Unlike most reference books of this type, the etymological characteristics in the dictionary of this publication enclosed in square brackets and placed at the end of the dictionary entry (behind the definition) what meets the user's requirements and significantly increases the informative value of the dictionary:

Jacobean (ˌdʒækəˈbiən) adj. 1 History. relating to James I of England or to the period of his rule (1603–25) 2 of or relating to the style of furniture current at this time, characterized by the use of dark brown carved oak. 3 relating to, or having the style of architecture used in England during this period [C18: from New Latin *jacōbaeus*, from *Jacōbus* James] [9, p. 768].

In conclusion, it should be noted that the volume of dictionary entries devoted to the lexicographic analysis of toponyms, which are registered in these applications, significantly exceed the volume of articles of other input units, which fully meets the requirements for lexicographic sources of the new generation. Thus, the authors focus the attention of users on PN data as the main media of cultural information and strive to give them the most complete encyclopedic interpretation.

In general, the "Collins Concise Dictionary" reflects the modern state of the English language and culture. The reference book can also be used as an educational dictionary. The system of issues presented in the dictionary helps to get comprehensive information about the input units.

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JANE EYRE: A PORTRAIT OF INDEPENDENCE AND STRENGTH

F. Nasreddinova ¹*Abstract:*

This article explores the theme of independence in Charlotte Brontë's *Jane Eyre*, focusing on the protagonist's unwavering commitment to personal freedom and self-reliance. Jane Eyre's journey is marked by her resilience against societal pressures, her refusal to conform to gendered expectations, and her quest for equality and dignity in relationships.

Key words: Independence, Empowerment, Feminism, Self-reliance, Gender equality.

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Independence refers to the freedom of thought and action, the ability to stand by one's beliefs despite external pressures. An independent person can make decisions autonomously, even if these decisions are unpopular. Such individuals are free from stereotypes and respect the individuality of others.

In Charlotte Brontë's novel **Jane Eyre**, the protagonist embodies an ideal of feminine beauty that goes beyond physical appearance. Her true beauty lies in her intellect, kindness, modesty, and most notably, her independence. Jane's independence is a recurring theme throughout the novel, beginning in the first chapter, where she stands up to her abusive cousin. Despite the punishment she faces—being sent to the dreaded red room—Jane's spirit remains unbroken. She feels utterly isolated in the red room but refuses to accept her treatment as just: "It's not fair, it's not fair!" she internally protests. This determination to resist unjust authority sparks thoughts of escape or even starvation as a means of reclaiming her autonomy [1, p. 18].

Jane Eyre's resilient character also helps her endure the hardships at Lowood School. The institution aims to instill humility and submission in its pupils, traits that conflict with Jane's nature. When Jane witnesses her friend, Helen Burns, accept an undeserved punishment with humility, Jane reacts with anger: "And if I were you, I would hate her; I would never submit." Her fiery response illustrates her inability to grasp Helen's philosophy of passive acceptance. The two characters are starkly different, with Jane asserting that cruelty should be met with defiance: "When we are beaten for no reason, we must respond with blow to blow." This quote highlights the independence and rebelliousness that define Jane's character, qualities that set her apart as an embodiment of feminine strength [1, p. 80].

The next significant phase of Jane's life unfolds when she becomes a governess at Thornfield Hall, employed to care for Adele, the ward of Mr. Rochester. Jane's independence, inner strength, and moral beauty quickly impress Rochester. He sees through the emotional restraint she developed at Lowood, recognizing her true vivacity. In one conversation, he observes that Jane's true self is constrained, like "an interesting bird between the narrow bars of the cage." He compares her to a "lively, restless and brave prisoner" whose potential is being stifled, yearning for freedom [1, p. 211].

Jane's independent spirit becomes even more evident in her conversations with Rochester. In Chapter 23, she decides she must leave Thornfield when she learns of Rochester's engagement to Miss Ingram. Despite Rochester's efforts to make her stay, Jane

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firmly asserts her autonomy: "I am not a bird, and no nets will hold me back, I am a free human being, with an independent will, which now demands that I leave you." Although she loves Rochester, she insists on maintaining her dignity and self-respect, traits that make her unwilling to settle for anything less than equality in their relationship. Jane values her inner worth over material wealth, resisting Rochester's attempts to lavish her with gifts, which she finds demeaning: "I can't stand Mr. Rochester dressing me up like a doll; I'm not going to be showered with golden rain." For Jane, her integrity and moral strength are more valuable than any riches [1, p. 414].

Later in the novel, Jane's independence also comes to the fore in her relationship with her cousin, St. John Rivers. He proposes to her, but Jane refuses, knowing that St. John views her only as a partner for his missionary work, not as a true life companion. She realizes that marrying him would mean losing her sense of self: "If I follow St. John, I will disown myself; if I go to India, I will condemn myself to an untimely death." Determined to stay true to her own heart, Jane chooses not to suppress her true self or sacrifice her own desires for someone else's ambitions.

Jane eventually returns to Rochester, who has been left blind by a fire, yet her love for him endures. With her newfound inheritance, she is financially independent and able to support both herself and Rochester. This final development solidifies Jane's status as an independent woman who, throughout her life, has fought for her own ideals, freedom, and happiness.

In conclusion, Jane Eyre exemplifies the ideal of an independent woman. Her strength lies in her commitment to her principles, her pursuit of freedom, and her unwavering sense of honor and dignity. For Jane, personal conscience is the most important trait a person can possess, and it is this moral integrity that makes her character so inspiring. Through her struggles and triumphs, Jane demonstrates that true independence means staying true to oneself, no matter the challenges faced.

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ТЕОРЕТИЧЕСКИЕ ПРЕДПОСЫЛКИ СОЦИОЛИНГВИСТИЧЕСКОГО АНАЛИЗА ФРАЗЕОЛОГИЧЕСКИХ ЕДИНИЦ

А.Э.Маматов ¹

Аннотация:

В данной статье рассматриваются междисциплинарная интеграция и системный подход, которые характеризуют современный этап лингвистических исследований, с особым акцентом на социолингвистику и фразеологию. В исследовании подчеркивается, что Э.Д. Поливанов исследует новаторские социолингвистические перспективы и исследует социально-историческую эволюцию языка, особенно взаимодействие между языковыми элементами и социально-экономическими факторами. Обращаясь к сложности социолингвистического анализа во фразеологии, в статье подчеркивается важность интеграции методологий лингвистики, истории, социологии и этнографии. Цель состоит в том, чтобы создать структуру «социальной фразеологии», которая раскрывает внутреннюю связь между языковыми выражениями и социальным контекстом.

Ключевые слова: взаимодействие, языковые элементы, социальная фразеология, эволюция языка.

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Отличительной особенностью современного этапа развития лингвистической науки является комплектность и конкретность в постановке и разрешении научных проблем. Систематический и возросший интерес к различным аспектам междисциплинарности как характерное явление лингвистике возникает в 50-60 годы XX – века. Это явление связано прежде всего с вопросами организации и проведения комплексного исследования определенных научных проблем.

В свое время Е.Д.Поливанов подчеркивал, что «для того чтобы эта наука (языкознание) была адекватна своему объекту, она должна быть наукой социологической»(Поливанов: 113, 182.). Впервые в работах Е.Д.Поливанова, относящихся еще к 20-30 годам прошлого века, были поставлены и рассмотрены многие вопросы социолингвистики. Он обосновал возможность социологического подхода к языку составил четкую программу социологической лингвистики:

1. Определение языка как социально-исторического факта.
2. Описание языков и диалектов с социологической точки зрения.
3. Оценочный анализ данного языка как орудия общения.
4. Изучение причинных связей между социально-экономическими и языковыми явлениями.
5. Оценочный анализ языка и отдельных его сторон как средства борьбы за существование.
6. Общая типологическая схема эволюции языка в связи с историей культуры.
7. Прикладные вопросы социологической лингвистики: языковая политика. (Поливанов: 113, 186)

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Следует особо отметить, что Е.Д.Поливанов уже в то время правильно поставил и частично осветил вопрос об обусловленности эволюции языка действием внешних факторов, объяснив «усиленный темп языковой эволюции количественным и качественным изменением контингента носителей данного языка (т.е. его человеческого коллективного субстрата)» (Поливанов: ш, 189).

Содержание и развитие комплексного исследования, проводимого на материале фразеологических единиц, определяет два обстоятельства: 1) научно-теоретическое и собственно социолингвистическое содержание и 2) междисциплинарная направленность, позволяющая получить более широкое представление об изучаемом объекте.

При проведении комплексного социолингвистического анализа следует учесть и наличие двух противоположных процессов – дифференциации и интеграции, характеризующих развитие научного познания в современную эпоху. Эти же тенденции свойственны развитию науки о языке. С одной стороны, от общего ствола языковедческой науки отчленяются такие отрасли, как социолингвистика и фразеология, а с другой – все более возрастает потребность в едином подходе, комплексно изучающем основные закономерности образования, развития и функционирования рассматриваемых явлений.

Основные трудности в проведении социолингвистического исследования фразеологии, на наш взгляд, заключаются в недостаточной разработанности как методов анализа и самой процедуры такого исследования, так и принципов междисциплинарного подхода к исследуемому материалу и его взаимоотношения с другими лингвистическими и нелингвистическими объектами. Пограничный характер фразеологии, ее развитие на грани между лингвистикой, историей, социологией, этнографией и другими дисциплинами предопределяет комплексный подход к изучению фразеологического материала с одновременным применением методов и приемов указанных наук.

В специальной литературе существуют несколько определений взаимоотношений между фразеологией и социолингвистикой. Рассмотрим здесь лишь два из них. Основные сходства и различия между фразеологией и социолингвистикой относительно объекта и аспекта исследования, то можно сказать следующее: в специальной литературе не всегда четко различаются объект изучения и специфический предмет исследования фразеологии. Эти понятия, на наш взгляд, далеко не совпадающие. Полагаем, что объектом изучения фразеологии как науки является совокупность всех способов характеристики человека в обществе, а специфическим ее предметом – основные закономерности образования, развития и функционирования фразеологизмов. Это можно рассмотреть в виде нескольких оппозиций: 1) объектом фразеологии является один из участков фразеологических единиц языка, то есть устойчивые словесные комплексы, а объектом социолингвистики является все стороны языковой структуры, то есть лексика, грамматика, фонетика и т.д.; 2) фразеология исследует все устойчивые словесные комплексы, независимо от их происхождения и сферы употребления, а социолингвистика изучает фразеологизмов, на которых лежит печать социальной жизни общества, в частности отражение его социальной (сословной, групповой и т.п.) неоднородности; 3) фразеологию занимают вопросы специфики устойчивых словесных комплексов (их природа, соответствие обозначаемому, сущность номинации и др.), их происхождение, взаимодействие с вариантами в семантическом, структурно-образовательном, функционально – стилистическом отношениях, а социолингвистика, обращаясь к фразеологическому материалу, свою главную задачу видит в выяснении причинных связей в социально – историческом и семантико – функциональном контексте.

По нашему мнению, в задачу социолингвистического анализа фразеологических единиц должно входить изучение: а) связи фразеологизмов с его носителем; б) фразеологические единицы, созданных данным народом и принадлежащих ему лишь по традиции употребления; в) фразеологизмы в официальном и неофициальном употреблении; г) типов социальных отношений между людьми и влияние взаимоотношений на формы и способы выражения и др.

Таким образом, социолингвистику и фразеологию объединяет прежде всего общий объем изучаемых фразеологических единиц, который помимо собственного фразеологического изучения допускает еще и социолингвистический анализ. В связи с этим мы считаем необходимым выделение в рамках фразеологии так называемой «социальной фразеологии», объект которой располагался бы на пересечении фразеологии и социолингвистики.

В нашей работе предпринимается попытка социолингвистического анализа при комплексном подходе к изучению фразеологических единиц. Такой подход предполагает некоторые требования общеметодологического и общетеоретического характера:

1. Социолингвистический анализ фразеологических единиц не должен подменяться чисто лингвистическим анализом, а проводиться в рамках конкретного социального исследования. Само понятие «социолингвистический анализ» необходимо рассматривать здесь в двух планах: а) лингвистическом плане, где анализируется внутренняя структура фразеологизмов вне связей с экстралингвистическими факторами; б) социологическом плане, в котором фразеологические процессы будут рассматриваться в их связях и отношениях в социально-историческом и социально-культурном контексте. С помощью социолингвистического анализа выявляются и изучаются именно те процессы и явления языкового развития, обусловленность которых социальными факторами можно проследить и проанализировать.

2. Выделение собственно социолингвистического аспекта изучения фразеологизмов как социального явления требует от исследователя выполнения специальной работы, провести которую возможно лишь после того, как объект исследования в целом некоторым образом ограничен, а сведения в нем первоначально систематизированы. Такой подход предполагает значительно более широкую по содержанию и сложную по форме методологию исследования.

3. Методологической основой социолингвистического анализа фразеологизмов должны служить принципы взаимообусловленности и взаимосвязи формы и содержания фразеологических единиц как способа характеристики человека в обществе. Личная (индивидуальная) характеристика человека является основным вопросом такого исследования. Методологически правильный подход к его решению принципиально важен для выяснения социальной значимости характеристики человека.

4. В характере осуществления социолингвистического анализа при комплексном подходе к изучению фразеологизмов главным и ключевым вопросом методологического порядка является: с помощью каких именно понятий и с помощью какого именно метода можно осуществить описание деталей изучаемого лингвистического и социального явления. При этом следует учесть и то, что такое исследование осложнено тем, что отсутствует единство в использовании даже таких понятий, как «комплексность» (совокупность предметов, явлений или свойств, образующих одно целое) и «междисциплинарность» (аспект взаимодействия двух или нескольких различных дисциплин), что нередко вынуждает искать различные способы понимания фразеологического или социального явления.

5. Следовательно, социолингвистический анализ фразеологизмов с учетом такого подхода к изучению характеристики человека в обществе получает свой статус в рамках соответствующих пограничных дисциплин. При этом следует иметь ввиду и то, что фразеология не должна превратиться в совокупный анализ смежных дисциплин. Социолингвистический анализ фразеологизмов считаем не простым механическим соединением фразеологии и социолингвистики, а «попыткой объединить усилия этих дисциплин на основе единой теории, единого понятийного аппарата и единого комплекса исследовательских процедур» (Швейцер: 1976, 321). Таким образом, вычленение социолингвистического аспекта исследования фразеологизмов является необходимой предпосылкой для выяснения соотношения фразеологических единиц с другими, более частными или более общими науками как история, социология, психология, этнография и др. Именно через указанные отрасли научного познания предмет фразеологии перекрещивается с предметами таких наук как этнолингвистика, социальная психология и т.д.

6. Конкретный характер функционирования любой фразеологической системы является органическим компонентом общей структуры жизнедеятельности определенного общества как в синхронном, так и в диахроническом плане. Известно, что функционирование фразеологической системы находится в прямой зависимости от социально-культурного уровня развития общества. Именно этот характер функциональной стороны фразеологизмов и определяет место фразеологии в общей системе наук. Именно фразеология, как лингвистической науки, тесно смыкающаяся с социологией и историей, стоит ближе всего к социолингвистике и отчасти входит в рамки ее компетенции.

7. Соответственно двум планам исторического развития языка – функционального и внутривидового – необходимо развивать и методические приемы социолингвистического анализа фразеологизмов: а) методические приемы изучения принципов организации фразеологизмов и их отражение в функционировании в фразеологической системе и б) методические приемы анализа внутренней структуры фразеологических единиц.

8. Методы социолингвистического исследования подразделяются на две основные группы: а) методы сбора социолингвистических данных и б) методы социолингвистического анализа (Швейцер, Никольский: 1978, 178). Для фразеологии характерны оба метода, так как один из самых трудных и сложных ее участков, это сбор материала и составление фразеологической картотеки. С этим приемом тесно связано социолингвистическое наблюдение фразеологических данных.

9. Содержание такого социолингвистического исследования фразеологических единиц существенно отличается от традиционного лингвистического изучения устойчивых словесных комплексов. Основное внимание должно уделяться здесь тем методам и приемам, которые максимально способствуют целенаправленной организации исследования и выявлению различных лингвистических и социальных особенностей формирования и функционирования фразеологической системы в обществе.

10. Комплексный подход при социолингвистическом анализе фразеологизмов должен быть действительно комплексным и по самой тематике и по самой структуре. Обеспечение такого социолингвистического исследования определяется, во-первых, характером поставленных задач и во-вторых, содержанием запланированных или ожидаемых результатов. Таким образом, социолингвистическое исследование фразеологизмов должно быть максимально конкретным.

Синтез лингвистического и социологического подхода к фразеологическому материалу находит свое воплощение в методах и процедурах социолингвистического анализа. Плодотворность и перспективность предлагаемого комплексного подхода к

решению некоторых как фразеологических, так и социолингвистических проблем обусловлены прежде всего тем, что такой подход дает возможность преодолеть узость и ограниченность взглядов на фразеологию и более конкретно представить их связи с обществом.

Выявлению и изучению социолингвистического аспекта, выражаемого в органическом синтезе социальных и лингвистических характеристик фразеологических единиц и посвящено данное исследование.

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ХУДОЖЕСТВЕННЫЕ СРЕДСТВА ИЗОБРАЖЕНИЯ ПЕРСОНАЖЕЙ В РОМАНЕ А. РОЙ «БОГ МЕЛОЧЕЙ»

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Аннотация:

В настоящей статье анализируются стилистические и лексико-экспрессивные средства, использованные в романе А.Рой «Бог мелочей». Приводятся контексты из романа, а также перевод, сравниваются и выявляются особенности перевода и передачи образного метафорического содержания романа.

Ключевые слова: роман, цитата, магический реализм, художественная деталь, фантастика, повествование.

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Данный роман затрагивает существенные для Индии темы, такие как кастовая система и положение неприкасаемых, роль женщины, жизнь христиан в Керале [1]. Это «глубокая семейная сага, история запретной любви и пронзительная политическая драма, эта книга рассказывает о зажиточной индийской семье, жизнь которой раз и навсегда меняется в один судьбоносный день 1969 года. Приезд младшей двоюродной сестры Софи сотрясает мир семилетних близнецов Эсты и Рахель и приводит к случайным – и неслучайным – трагическим последствиям, которые учат их тому, что все вокруг может внезапно принять новые, уродливые формы и даже навсегда замереть на месте, – и лишь река будет продолжать нести свои воды...» [2].

«Магический реализм» соединяет художественные детали правдоподобия и самой причудливой, барочной фантастики, синтезирующей трагическое и комическое. Стил А. Рой сформирован оригинальным писательским видением мельчайших, интуитивно воспринимаемых знаков судьбы на общем фоне непрерывного потока жизни – и людей, и животных, и растений. Любая мелочь вписана в общий контекст Бытия, поэтому не важны хронологические начало и конец какой-либо истории.

Роман пронизан темой судьбы. Очевидно, в индийском мировосприятии жизни невозможно преодолеть ощущение фатальности. Причин тому, видимо, много: это и возможное отсутствие медицинской помощи в сельской местности, и религиозное ощущение предопределенности Провидения, и шестое, какое-то абсолютно «неевропейское» чувство.

Как пишут источники по литературе вопроса, «дебютный роман Арундати Рой, который заслуженно сравнивают с произведениями Фолкнера и Диккенса, это современная классика, которую читают и любят по всему миру. Арундати Рой использует эту идею, чтобы установить ее нелинейный характер, мультиперспективный способ повествования, который дает значение точек зрения как «Large» – «Большой» в качестве человеческого существа, и как «Маленький» – «Small», капуста – зеленая бабочка. В мире Рой нет окончательной истории, только много разных историй, которые сливаются, чтобы сформировать калейдоскопическое впечатление от событий.

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Роман открывается возвращением Рахель в Айменем, узнав, что ее брат-близнец, Эста, пришел домой. Читатель попадает на похороны Софи Моль, когда близнецам по семь лет. Рахель считает, что Софи бодрствует во время ее похорон и ее похоронили заживо. Остальная часть семьи отказывается признать близнецов и Амму. По пути обратно в Айменем, на поезде, Амму не может говорить, кроме как сказать: "Он умер ... Я убила его". Рахель и Эста не видели друг друга, так как Эста был отослан, когда был ребенком, жить с отцом в Ассаме. Оба близнецы прожили бесцельно до возвращения в дом их детства.

Приводимая ниже цитата должна показаться очень странной и страшной, но А.Рой именно это и нужно. Именно это и составляет сущность «магического реализма», когда все жизненные маргиналии разрушаются и становятся фантастическими. Поэтому читатель может оказаться посвященным в то, что происходит на глубине – в земле в воде; на высоте – в воздухе, в космосе; во времени – в прошлом или настоящем. «Там, в глубине земли, Софи-моль кричала и раздираала атлас зубами. Но крики невозможно было расслышать сквозь слой глины и камней. Софи-моль умерла, потому что ей нечем было дышать. Ее убили похороны. /.../ На могильном камне было написано: «Лучик, просиявший так мимолетно». - Inside the earth Sophie Mol screamed, and shredded satin with her teeth. But you can't hear screams through earth and stone.

«Sophie Mol died because she couldn't breathe. Her funeral killed her. Dus to dat to dat to i/us to i/us. On her tombstone it said. A Sunbeam Lent to Us Too Briefly» [4].

Нижеследующие цитаты, пронизанные тропами, демонстрируют, как Эста постепенно отдалялся от мира, переполняясь ощущением ухода в какой-то параллельный космос, где найдется место всему: и природе, и воспоминаниям, и ощущениям других людей, которые можно прочувствовать как свои. Метафора развивающегося аутизма такова: «Пузырек тишины в океане шума. Когда сидели за столом и ему хотелось чего-нибудь, он вставал и накладывал себе сам. Возникнув в Эсте, молчание копилось и ширилось в нем. Оно тянуло свои текучие руки из его головы и обволакивало все тело. Оно качало его в древнем, эмбриональном ритме сердцебиения. Оно потихоньку распространяло внутри его черепа свои осторожные ветвистые щупальца, ликвидируя, словно пылесосом, неровности памяти, изгоняя старые фразы, похищая их с кончика языка. Оно лишало его мысли словесной одежды, оставляя их нагими и оцепеневшими. Непроизносимыми. Немыми. Для внешнего наблюдателя едва ли вообще существующими. Медленно, год за годом Эста отдалялся от мира. Ему стал привычен этот осьминог, бесцеремонно обосновавшийся в нем и прыскавший на его прошлое транквилизатором чернильного цвета. Мало-помалу первопричина немоты стала ему недоступна, погребенная где-то среди глубоких, спокойных складок молчания как такового» [3].

«A quiet bubble floating on a sea of noise. At mealtimes, when he wanted something, he got up and helped himself. Once the quietness arrived, it stayed and spread in Estha. It reached out of his head and enfolded him in its swampy arms. It rocked him to the rhythm of an ancient, fetal heartbeat. It sent its stealthy, suckered tentacles inching along the insides of his skull, hovering the knolls and dells of his memory; dislodging old sentences, whisking them off the tip of his tongue. It stripped his thoughts of the words that described them and left them pared and naked. Unspeakable. Numb. And to an observer therefore, perhaps barely there. Slowly, over the years, Estha withdrew from the world. He grew accustomed to the uneasy octopus that lived inside him and squirted its inky tranquilizer on his past. Gradually the reason for his silence was hidden away, entombed somewhere deep in the soothing folds of the fact of it» [4].

Очевидно, один из способов восприятия жизни и ее отображения – это постоянная связь с таинственными и отнюдь не сентиментальными силами земли,

воды, воздуха, и человек – в каком-то смысле – не лучше и не хуже любого не только существа, но и вещества на земле, всего того, что и составляет Материю. Недаром же роман называется «Бог мелочей».

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ЦВЕТОВЫЕ ОБРАЗЫ В ИСПАНСКОМ ЯЗЫКЕ: ЭТНОЛИНГВИСТИЧЕСКИЕ АСПЕКТЫ

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Аннотация:

Статья посвящена исследованию цветовых образов в испанском языке и их этнолингвистическим аспектам. Цвета в языке несут не только визуальное значение, но и культурные и символические коннотации, отражая эмоциональные состояния, традиции и социальные ценности испаноязычных стран. В работе рассматриваются основные цветовые образы, такие как красный, черный, белый, зеленый и синий, а также их значение в культурном контексте. Исследование цветовой семантики помогает углубить понимание межкультурных различий и особенностей восприятия цвета в испаноязычных культурах.

Ключевые слова: цветовые образы, испанский язык, этнолингвистика, цветовая семантика, культура, эмоции, традиции.

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Цветовые образы в испанском языке играют значительную роль в отражении культурных, исторических и социальных аспектов испаноязычных стран. Этнолингвистические аспекты цветовых образов позволяют исследовать, как восприятие цвета связано с культурной идентичностью и традициями. В этой статье рассматриваются основные цветовые образы в испанском языке и их связь с этнокультурными концепциями.

Цвет в языке не просто обозначает визуальное восприятие, но и несет в себе культурные и символические значения. В испанской культуре цвета часто ассоциируются с определенными эмоциями, событиями и социальными статусами. Например, красный цвет может символизировать страсть, любовь или опасность, в то время как белый цвет ассоциируется с чистотой, невинностью и миром. Эти ассоциации формируются на протяжении веков и передаются через фразеологизмы, пословицы и обычаи. Эти ассоциации формируются на протяжении веков и передаются через фразеологизмы, пословицы и обычаи.

Красный цвет в испанском языке занимает особое место, часто ассоциируясь с сильными эмоциями. Фразеологизмы, такие как "ver las cosas rojas" (видеть все в красном), подчеркивают состояние агрессии или раздражения. С другой стороны, выражение "rojo como un tomate" (красный как помидор) используется для описания смущения. Красный также имеет сильные культурные корни, например, в контексте корриды, где красный цвет часто ассоциируется с испанской национальной идентичностью. Красный также имеет сильные культурные корни, например, в контексте праздников, таких как День Святого Валентина, где красный цвет символизирует любовь и привязанность.

Чёрный цвет в испанском языке часто ассоциируется с печалью, трауром и негативными эмоциями. Выражение "ver todo negro" (видеть всё черным) указывает на пессимизм. Однако чёрный также может символизировать элегантность и стиль,

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особенно в контексте моды. Например, "vestido negro" (черное платье) является классическим выбором для формальных мероприятий. В некоторых испаноязычных странах, таких как Мексика, чёрный цвет также может ассоциироваться с традициями, связанными с Днём мёртвых, где он символизирует связь между миром живых и мёртвых.

Белый цвет в испанском языке символизирует чистоту и невинность. Он часто используется в контексте свадеб, где белое платье считается традиционным. Выражение "rico como la nieve" (чистый как снег) подчеркивает идею чистоты и невинности. Однако в некоторых испаноязычных странах, таких как Мексика, белый также может ассоциироваться с трауром, что подчеркивает культурные различия в восприятии цвета. В ряде культур белый цвет может означать радость и благополучие, что может вызвать конфуз для тех, кто привык к другим традициям.

Зелёный цвет в испанском языке ассоциируется с природой, жизнью и надеждой. Выражение "verde que te quiero verde" (зелёный, как я тебя люблю) из стихотворения Федерико Гарсии Лорки подчеркивает связь между природой и эмоциями. Зелёный также символизирует здоровье и процветание, часто используемый в контексте экологических движений. В некоторых случаях зелёный цвет ассоциируется с ревностью, как, например, в фразе "verde de celos" (зелёный от ревности).

Синий цвет в испанском языке часто ассоциируется с миром и спокойствием. Выражение "estar azul" (быть синим) указывает на грусть или депрессию. Однако синий также может олицетворять надежду и мечты, например, в контексте "небесно-голубого" цвета, который ассоциируется с позитивными перспективами и будущим.

Изучение цветовых образов в испанском языке с этнолингвистической точки зрения помогает понять, как культура влияет на восприятие цвета. Различные испаноязычные страны могут иметь свои уникальные ассоциации и символику цветов. Например, в Латинской Америке цветовые традиции могут быть тесно связаны с местными обычаями и праздниками, что добавляет дополнительные слои значений к цветовым образам.

Цветовые образы в испанском языке являются важным элементом, отражающим этнокультурные особенности и исторические традиции. Понимание цветовой семантики помогает углубить знания о языке и культуре, а также способствует межкультурному диалогу. Исследование цветовых образов в испанском языке открывает новые горизонты для изучения лингвокультуры и культурной идентичности, позволяя увидеть, как цветовая палитра формирует восприятие мира испаноязычными народами.

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АНАЛИЗ И СРАВНЕНИЯ ЯЗЫКОВЫХ ОСОБЕННОСТЕЙ ГЕНДЕРНОЙ КОММУНИКАЦИИ НА ПРИМЕРЕ ИТАЛЬЯНСКОЙ И УЗБЕКСКОЙ ЛИТЕРАТУРЫ

Ходжиева Г.Н. ¹

Аннотация:

В статье рассматриваются языковые особенности гендерной коммуникации. Сопоставляется гендерный маркер в произведениях художественной литературы итальянских и узбекских авторов. Описывается структурное формирования гендера как в частном случае, так и в общем смысле.

Ключевые слова: Гендерная коммуникация, сравнение и анализ гендерного маркера, художественная литература. Описывается структурное формирования гендера как в частном случае, так и в общем смысле.

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В современном мире гендер выступает как социальный элемент куда включено огромное количество утвержденных понятий.

❑ гендерное разделение труда – распределение обязанностей чаще всего связанной с домашней работой между лицами мужского и женского пола;

❑ гендерные стереотипы (статус). «Гендерные стереотипы — это схематизированные, обобщенные образы маскулинности и фемининности» [1, с.135-136]. Это определенные стереотипы, навязанные либо социумом, либо относящиеся к представлению той или иной культуре;

❑ гендерные родственные связи представляют собой совокупность семейных прав и обязанностей присущие мужчинам и женщинам. Согласно И.С. Кону «традиционная система дифференциации половых ролей и связанных с ними стереотипов фемининности-маскулинности отличалась следующими характерными чертами: женские и мужские виды деятельности и личные качества отличались очень резко и казались полярными; эти различия освящались религией или ссылками на природу и представлялись нерушимыми; женские и мужские функции были не просто взаимодополнительными». [2, с.355].

❑ гендерные структуры личности — это различные комбинации характеристики личности, проявляющихся в поведении и чувствах. В современной литературе чаще используют термин «гендерная идентичность» этим понятием интегрируется в субъективный опыт и выражается через регуляцию поведения определенных черт в процессе взаимодействия собственного Я и других;

❑ гендерный социальный контроль - формальное или неформальное принятие и поощрение конформистского поведения и стигматизация, социальная изоляция, наказание, медицинское лечение неконформистского поведения;

❑ гендерная идеология – система идей и взглядов, понятий и представлений о построении общества и взаимоотношениях в нем мужчин и женщин как двух социальных общностей, учитывающая и выражающая интересы этих социальных групп, получающая социальное оправдание [3, с.30-38].

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2 гендерные образы- Репрезентация гендера в культуре, воплощенная через символику и художественную литературу.

В современном литературоведении такие понятия как феминность/маскулинность достаточно крепко обосновались в языке, что касается терминологии «гендерной картины мира» ему только предстоит это сделать. Не смотря на относительно новый концепт в лингвистике он достаточно востребован в таких направлениях как психология, философия, социология. Основополагающий принцип «гендерной картины мира» для всех представленных дисциплин это дихотомия мужского/женского, где каждый элемент воспринимается как отдельная субкультура при этом имея определенную взаимосвязь которое дополняет данное понятие. При этом предметом исследования названных дисциплин чаще всего выступают психологические различия мужчин и женщин, гендерны аспект дискурса власти, феминизация культуры, феномен женского высказывания и т.д.

В конце XX века были опубликованы фундаментальные статьи зарубежных авторов (Е.Трофимов Г. Брандт, М. Рюткенен, Э. Шорэ.) где анализ художественных текстов осуществлялся через элемент гендерного аспекта [4, с.552].

В основу гендерных исследований в литературоведении чаще всего закладывается исследования женских образов и творчества. Для исследователя важна учитывать все составляющие как женского, так и мужского гендера.

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ЯЗЫКОВАЯ КАРТИНА МИРА И ЕЁ ТЕОРЕТИЧЕСКОЕ ОСМЫСЛЕНИЕ НА ПРИМЕРЕ ИТАЛЬЯНСКОГО ЯЗЫКА

М. Хакимов¹

Аннотация:

В статье рассматривается концепция языковой картины мира на примере итальянского языка. Основное внимание уделяется влиянию языка на восприятие реальности. Описываются ключевые аспекты лексики, грамматики и культурных особенностей, которые формируют картину мира у носителей итальянского языка. Исследуются гипотеза лингвистической относительности, роль лексических лакун и культурных различий. Особое внимание уделяется динамическим аспектам итальянской лингвистической картины мира и изменениям, происходящим под влиянием глобализации и межкультурных контактов. Статья также содержит анализ связи языка с культурной идентичностью на примере итальянского общества.

Ключевые слова: лингвистическая картина мира, итальянский язык, лексические лакуны, лингвистическая относительность, культура и язык, когнитивная лингвистика.

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Языковая картина мира — это понятие, которое описывает, как язык формирует восприятие и понимание мира его носителями. На материале итальянского языка эта концепция обретает специфические черты, так как культурные и исторические особенности Италии отражены в языке и оказывают влияние на мышление его носителей. Понимание языковой картины мира в контексте итальянского языка позволяет глубже проникнуть в природу взаимодействия языка, культуры и познания.

Итальянский язык, как и любой другой язык, оказывает влияние на восприятие различных категорий, таких как время и пространство. Одним из примеров являются итальянские глагольные времена: *passato prossimo* и *imperfetto*. Эти формы выражают разные способы восприятия прошедших событий: *passato prossimo* указывает на завершённое действие, а *imperfetto* отражает процесс, происходивший в прошлом [5].

Пространственные представления также имеют свои особенности в итальянском языке. Например, предлог *da*, который часто используется для обозначения начала действия (например, *da quando* — «с тех пор»), показывает важность момента начала в восприятии времени и пространства [7].

Одной из важных характеристик любого языка является наличие лексических лакун — слов и выражений, которые сложно или невозможно точно перевести на другие языки. В итальянском языке ярким примером является выражение *"dolce far niente"* — «сладость безделья». Это выражение отражает уникальную итальянскую философию наслаждения моментом и отдохновением, которое не всегда можно передать в других языках без потери смысла [4].

Итальянский язык также богат терминами, связанными с гастрономией и виноделием, что подчеркивает культурную важность еды и напитков в жизни итальянцев. Например, такие слова, как *aperitivo* (традиционный вечерний ритуал

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напитков и легких закусок), не имеют точных эквивалентов в других культурах, что отражает глубокую связь языка с культурными традициями [8].

Гипотеза лингвистической относительности, предложенная Сепиром и Уорфом, предполагает, что структура языка влияет на восприятие мира его носителями. В итальянском языке это проявляется в разнообразии средств выражения эмоциональных состояний. Итальянцы, например, используют различные выражения для описания счастья, такие как *felice* (счастливый), *contento* (довольный), *allegro* (веселый). Эти различия подчеркивают нюансы восприятия эмоций в итальянской культуре и показывают влияние языка на эмоциональные переживания [2].

Итальянский язык тесно связан с культурой, искусством и архитектурой страны. Язык содержит множество терминов, связанных с историческим и культурным наследием Италии. Такие слова, как *Rinascimento* (Ренессанс), *barocco* (барокко), *opera* (опера) и *affresco* (фреска), отражают культурные ценности и исторические достижения страны [3]. Эти термины играют важную роль в итальянском восприятии мира и его культурной идентичности.

Современная итальянская языковая картина мира испытывает значительное влияние глобализации. Заимствования из английского и других европейских языков, особенно в сфере технологий, бизнеса и массовых медиа, приводят к изменениям в традиционных лексических структурах. Например, такие слова, как *smartphone*, *computer* и *manager*, вошли в повседневную речь, тем самым расширяя языковую картину мира современных итальянцев [9].

В то же время наблюдается стойкость культурных традиций. Несмотря на заимствования, многие специфические для итальянской культуры термины и концепты сохраняются и продолжают использоваться, что подчеркивает способность языка адаптироваться к изменениям, не теряя при этом своей аутентичности.

Заключение

Языковая картина мира итальянцев демонстрирует глубокую взаимосвязь между языком, культурой и мышлением. Итальянский язык с его разнообразием лексических и грамматических форм способствует формированию уникального способа восприятия реальности его носителями. Через язык отражаются культурные ценности и традиции, что делает язык важным элементом национальной идентичности. Хотя глобализация оказывает влияние на итальянский язык и приводит к изменениям, его основная структура и культурные аспекты продолжают сохраняться, что делает итальянскую лингвистическую картину мира ярким примером взаимодействия языка и культуры.

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ОБЪЕМ АНТРОПОНИМИЧЕСКОГО ПРОСТРАНСТВА ПОЭМЫ Н.В.ГОГОЛЯ «МЕРТВЫЕ ДУШИ»

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Аннотация:

В статье описываются различные типы антропонимов, функционирующих в антропонимическом пространстве поэмы Н.В.Гоголя «Мертвые души». Актуальность изучения объема и содержания антропонимического пространства русского языка на материале художественных дискурсов обосновывается способностью имени собственного выступать в качестве важной стилиобразующей единицы произведения, имеющей собственные структурно-семантические маркеры.

Ключевые слова: антропоним, дискурс, антропонимическое пространство, гендер, модель.

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Одними из доминантных единиц дискурса, участвующих в конструировании художественной картины мира, являются антропонимы, поскольку они выполняют важную функцию в тексте, который «строится на ономастической оси», помогающей читателю правильно декодировать авторские интенции и стратегии [3, с.46]. «Этот факт, несомненно, объясняется количественным преобладанием и функциональным превалированием антропонимии в художественном тексте, что, в свою очередь, находит объяснение в принципиальной антропоцентричности художественного текста. Следует признать, что изучение литературной антропонимии – это магистральное направление в современной литературной ономастике» [4, с. 116].

По мнению исследователя Н.П.Ионовой, «антропонимическое пространство – это целая мегасистема, ядром которой являются личные имена» [1, с. 160]. В свет сказанного антропонимическая картина в поэме Н.В.Гоголя «Мертвые души» совпадает с реальной антропонимической картиной русского общества указанного периода. Можно заметить, антропонимические процессы полностью нашли свое отражение в художественном произведении. Особенно ярко это видно в списках «мертвых душ», которые Павел Иванович Чичиков получил от различных помещиков. Списки очень неоднородны. В некоторых случаях указаны только фамилии крепостных крестьян: Михеев, Милушкин, Парамонов, Пантелеймонов, Попов. Но в большинстве случаев крестьяне идут с именами и фамилиями: Максим Телятников, Еремей Сорокоплексин, Еремей Карякин, Антон Волокита и Никита Волокита. Антип Прохоров, Абакум Фыров. Причем у некоторых крестьян процесс образования фамилии явно не закончен. Их фамилии ничем не отличаются от прозвищ: Григорий Доезжай-не-доедешь, Степан Пробка, Иван Коровий кирпич, Колесо Иван. В одном единственном случае у крепостного указано отчество. Это Петр Савельев Неуважай Корыто. У него также не закончен процесс формирования фамилии, и она слишком близка к прозвищу.

Все фамилии для вымышленных персонажей поэмы создавались двумя путями: 1) Использование реальных фамилий, существовавших в изображаемую эпоху; 2) Созданий фамилий по моделям реальных фамилий.

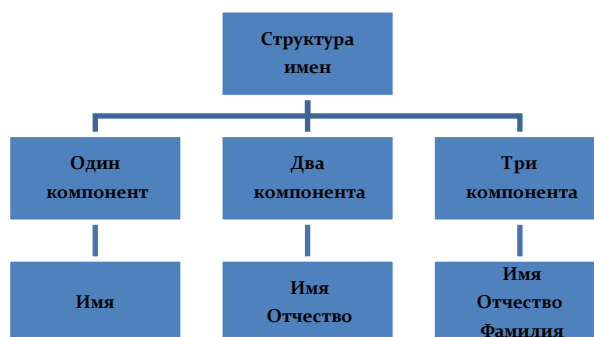
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Реальные русские фамилии: Собакевич, Бобров, Свинын, Плешаков, Коробочка, Блохин, Поцелуев, Кувшинников, Пономарев, Сибиряков.

Фамилии, созданные по моделям реальных фамилий: Конопатьев, Харпакин, Трепакин, Почитаев, Мыльной, Ноздрев, Мижуев, Хвостырев.

Как видим, автор изображал в своей поэме вполне реальных людей с вполне реальными именами и фамилиями. Хотя фамилии придуманы, и не все можно найти в списках и словарях фамилий, но вполне могли бы быть, так как образованы по моделям реальных фамилий с использованием русских фамильных суффиксов.

Если обратиться к гендерным особенностям антропонимических единиц, то можно заметить, что количество номинаций мужского пола намного превышает количество номинаций лиц женского пола, что свидетельствует о присутствии в гоголевском дискурсе гендерной асимметрии. Кроме того, в зависимости от количества компонентов, входящих в состав антропонима, они подразделяются на следующие группы: 1) однокомпонентные антропонимы; 2) двухкомпонентные антропонимы; 3) трёхкомпонентные антропонимы.



Однокомпонентные наименования в поэме «Мертвые души» состоят из: а) имени, б) отчества, в) фамилии. Наиболее частотными являются однокомпонентные фамильные антропонимы.

Однокомпонентные антропонимы

Антропоним (личное имя)	
Мужское имя	Селифан, Петрушка, Алкид, Фемистоклос, Андрюшка, Михайло, Григорий, Денис, Козьма, Фома, Емельян.
Женское имя	Лизонька, Агашка, Фетинья, Пелагея, Меланья, Машка, Праскушка, Петруша, Вахрамей, Павлуша, Мавра
Антропоним (фамилия)	
Мужский	Завалишин, Полежаев, Храповицкий, Дробяжкин, Дерёбин, Перепендев, Тентетников, Леницын, Бетрищев
Женский	Болдырева, Зяблова, Манилова, Юзякина
Отчество	Сидоровна, Перфильевна, Михеич

Двухкомпонентные антропонимы могут состоять из: а) имени и отчества; б) имени и фамилии. Наиболее частотной в этой группе антропонимов является номинация персонажа по имени и отчеству. Номинация по имени и отчеству употребляется по отношению к человеку высокого сословия. Двухкомпонентные антропонимы (мужские): Петр Васильевич, Фома Большой, Сысой Пафнутьевич, Макдональд Карлович, Семен Иванович, Иван Андреевич, Андрей Иванович, Александр Петрович, Федор Иванович. Двухкомпонентные антропонимы (женские): Марья Еремеевна, Аграфена Ивановна, Прасковья Фёдоровна, Софья Ивановна, Анна Григорьевна, Аделаида Софроновна, Марья Гавриловна, Александра Гавриловна. Имя + фамилия: Абакум Фыров, Пётр Савельев, Максим Телятников, Елизавета Воробей,

Еремей Карякин, Антон Волокита, Антип Прохоров. Трёхкомпонентные наименования включают имя, отчество и фамилию действующего героя. Такие номинации используются только по отношению к лицам, имеющим достаточно высокий социальный статус. Трёхкомпонентные антропонимы: Павел Иванович Чичиков, Константин Фёдорович Костанжогло, Федор Федорович Перекроев.

Таким образом, ономастическим кодом к творчеству Гоголя являются антропонимы «Мертвых душ». Гоголевские имена являются неким «заглавием» внутреннего мира персонажей, что в сочетании со спецификой их характера определяет сущность героев.

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SYNTACTIC VALENCY OF PREDICATIVE COMPONENTS

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Abstract:

This article focuses on syntactic valency of the units with nuclear and non-nuclear predicative relations, on the basis of English sentences. The difference between nuclear and non-nuclear predicative relations is stated, the number of valencies of the syntactic units according to their position is classified by junctional analysis and component models with some examples. This article may take interest of those who study philology for master's degree, who are making research work on functional syntax and/or syntactic valency and anyone who is interested in linguistic valency.

Key words: valency, nuclear predicative relation, non-nuclear predicative relation, subordinate relation, coordinate relation, junctional analysis, component model.

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This article was written as the result of series analysis of English sentences taken from works of modern English and American literature. As it is known, the theory of valency has been the object of research works since the 1940th, yet there is no single and definite definition of it. There are different approaches to valency theory in the world linguistics such as semantic, lexical, and stylistic and so on. As to syntactic valency, most linguists base on verb centrism and identify syntactic valency by the verb's lexical-semantic features. That linguistic valency has not been researched completely and in detail makes the subject actual.

Linguistic valency has been under scientific consideration of world linguists and most research works have been done on the base of European languages. The following linguists made valency the object of their research: S.D.Katsnelson, L.Tesniere, R.Longacre, G.Zandau, J.Erben, G. Helbig, K.Zommerfeldt, E.P.Logoceva, V.Bonsio, V.V.Burlakova, N.N.Stepanova, M.V.Vlavatskaya, E.V.Razova, U.I.Yuldasheva and others.

Valency is studied in all linguistic levels: in morphological level M.D.Stepanova, G.Helbig; in lexical level V.Yu.Rozentsveich, E.N.Melnikova, D.J.Allerton, S.M.Kibardina, T.V.Ebert.

In most of these works valency is based on the lexical meaning of the verb, its combinability with other parts of the sentence and according to these features verbs are classified as one-valency, two-valency, three-valency and so on.

Valency in syntactic level is divided into obligatory valency and optional valency [Апресян, 1974; Зоммерфельдт, 1975]. But in all these research works linguists define valency by lexical-syntactic characteristics of the verb in the position of the predicate. In any language there exist sentences without a verb; in this case how do we define syntactic valency of such sentences? As it is mentioned in some research works done on syntactic valency in English syntax structure any syntactic unit has a valency [Asadov, 2014, 2015].

The novelty of the research is that monovalency and polyvalency syntactic units in English sentence structure are analyzed through linguistic methods defining their syntactic relations and positions.

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The following linguistic methods are used in the research work: experimental method, distributional method, method of componential and syntaxeme analysis, junctional method. Sentences collected from various English and American fiction books are taken as the material of the research.

Studying a great number of scientific works on linguistics we decided to support idea that any syntactic unit may have valency whether there is a verb in the sentence or not. The number of valences is defined according to the number of their syntactic relation, which means a syntactic unit which has one syntactic relation is a one-valency element and that having two syntactic relations is a two-valency element.

In the structure of the sentence one can observe the following syntactic relations: predicative relation, subordinate relation, coordinate relation and appositive relation. Predicative relation in itself is divided into two types: nuclear predicative relation and non-nuclear predicative relation.

1. Characteristic feature of the nuclear predicative relation is that it connects the two main components of the sentence which are not dependent on any other component and can be a complete sentence. Nuclear predicative relation has the following sign in the junctional model (). As to say in traditional grammar nuclear predicative relation connects the subject and predicate of the sentence.

2. Non-nuclear predicative relation is the relation between the syntactic units which are in predicative relation but are not the subject and predicate of the sentence. In traditional grammar, such components are classified as complex subject and complex object. Non-nuclear predicative relation is in opposition to nuclear predicative relation and is considered in the same level with other relations such as subordinate, coordinate and appositive relations; but there is difference between these relations too. Usmanov U.U indicates the difference between the subordinate and non-nuclear relation as follows: “in subordinate relation one component is subordinate in unilateral direction to the main component, while in non-nuclear relation there is equal connection to both directions” [Usmanov, 1990]. Non-nuclear predicative relation has the following sign in the junctional model (). Non-nuclear predicative relation links components which are not the principal parts of the sentence but are in predicate relation with each other. In traditional grammar this relation is seen in objective and subjective constructions with non-finite forms of the verb. In such constructions the participant, which is expressed by a noun in common case or a pronoun in objective case is called non-nuclear dependent predicated component – $\tilde{NDP}_1$, and the other participant expressed by a verb form is called non-nuclear predicated component – $\tilde{NP}_2$.

Participants of the nuclear predicative relation, the subject which is called nuclear predicated component – NP_1 and the predicate the one called nuclear predicated component – NP_2 can have one, two or three valencies. Whereas non-nuclear dependent predicated component can have two or three valencies and non-nuclear predicated component can have one or two valencies. To prove this theory we define valency of nuclear and non-nuclear syntactic units analyzing the following sentences by componential and junctional models:

1. He could make them think (RGH, 126).

There are both nuclear and non-nuclear predicative relations in this sentence. So He is the nuclear predicated component – NP_1 , could make is the nuclear predicated component – NP_2 , them is the non-nuclear dependent predicated component – $\tilde{NDP}_1$, think non-nuclear predicated component – $\tilde{NP}_2$ of the sentence.

Here we would like to mention that componential model of the sentence is limited only by presenting differential syntactic signs and does not demonstrate formal side i.e. morphological characteristics of the components completely. Therefore, we have to use some morphological signs in my research. Signs used to express morphological features: Prp – pronoun personal, m – modal verb, Vinf – infinitive form of the verb. The junctional model (J.M) and the componential model (C.M) of the above example are as follows:

1	2	3	4
He	could	make	them think
1	2	3	4

J.M. 1

1	2	3	4
NP ₁ .	NP ₂	.ÑDP ₁ .	ÑP ₂
Prp	mVinf	Prp	Vinf

C. M. 1

The first, second and fourth components of this sentence are one-valency syntactic units because they get into one syntactic relation with other syntactic units. That is to say NP₁ and NP₂ are in nuclear predicative relation with each other and, ÑP₂ has non-nuclear predicative relation with ÑDP₁. The third syntactic unit of this sentence has two valencies i.e. this component is a bivalence component as it has two syntactic relations: one is subordinate relation with NP₂, the other is non-nuclear predicative relation with ÑP₂. In traditional English grammar books, the third and fourth syntactic units of the above given example are considered as “the objective with the infinitive construction” [Quirk, Greenbaum, 1982]. This objective infinitive construction is looked at as one syntactic unit called a complex object. Yet, in English grammar, interpreting this construction as one syntactic unit – complex object – has been one of the argumentative problems among linguists. Because the question by what syntactic relations the second component with the third component as well as the third component with the fourth one are connected has not been answered yet.

That the third component of the sentence (them) is really bivalence can be proved via the method of transformational analysis of omission, that is by dropping out the syntactic unit expressed by the non-finite form of the verb (think):

1) He could make them think → He could make them

In spite of the fact that the result sentence of this analysis seems grammatically close to the target one, in fact it is semantically not complete. Consequently, it proves that non-nuclear predicative relation is as essential as other syntactic relations. That is why to preserve this relation non-finite form can be transferred into the finite form, which, in its turn, changes the non-nuclear predicative relation into the nuclear predicative one without losing the semantic meaning of the combination:

(1) He could make them think →... them think → they thought

The result carries the conclusion that converting “objective with the infinitive construction” into a sentence indicates the existence of non-nuclear predicative relation between the components of the phrase [Mukhin, 1999; Tikotskaya, 1985]. The difference between nuclear and non-nuclear predicating components is that while the former is always the predicate of the sentence, the latter can never be the predicate in a sentence structure.

We can draw conclusion that a syntactic unit having a nuclear predicative relation can be monovalency or bivalency whereas a syntactic unit with a non-nuclear predicative relation is always bivalency however; it may have three valencies in case of having coordinative relation.

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PHONOLOGICAL CHANGES IN THE HISTORY OF ENGLISH: FROM GREAT VOWEL SHIFT TO MODERN PRONUNCIATION

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Abstract:

This article discusses the significant phonological changes in the English language, particularly focusing on the Great Vowel Shift and its impact on modern pronunciation. It examines key shifts, including consonant changes, vowel reduction, and regional variations in pronunciation. The article emphasizes the dynamic nature of English phonology, reflecting cultural and social influences, and suggests that English will continue to evolve as it spreads globally.

Key words: phonology, great vowel shift, pronunciation, consonant changes, vowel reduction, dialects, rhoticity, intonation, assimilation, linguistic evolution.

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The history of the English language is marked by significant phonological changes that have shaped its pronunciation over the centuries. Among these changes, the Great Vowel Shift stands out as a pivotal event that dramatically altered the phonetic landscape of English. This article explores key phonological shifts in English history, their impact on pronunciation, and modern-day variations that continue to reflect the language's evolution.

The Great Vowel Shift (GVS), occurring between the 15th and 18th centuries, was a major phonological change that transformed the pronunciation of long vowels in Middle English. During this period, vowels that were once pronounced in a certain way underwent significant shifts, leading to new pronunciations that are characteristic of Modern English. For example, the vowel in the word *bite* shifted from a pronunciation similar to *beet* to its current form, while the vowel in *meet* changed from a long *e* sound to a diphthong [4, 7].

The GVS is considered a key factor in the divergence between English spelling and pronunciation, resulting in many words being pronounced differently from how they are spelled today. This shift contributed to the complexity of English phonology and is often cited as a reason for the challenges non-native speakers face when learning the language.

In addition to the Great Vowel Shift, various other phonological changes have occurred throughout the history of English. These include the following:

- **Consonant Changes:** The loss of certain consonant sounds, such as the final /h/ in words like *night* and *right*, which were pronounced in Old and Middle English. The reduction of certain consonant clusters also led to simplified pronunciations in many cases.
- **Assimilation and Dissimilation:** Phonetic processes where sounds become more alike (assimilation) or less alike (dissimilation) based on their surrounding sounds. For example, the prefix “in-” in *invisible* often assimilates to “im-” before labial sounds, resulting in the pronunciation of *impossible*.
- **Vowel Reduction:** In unstressed syllables, English has undergone vowel reduction, where full vowels become schwas (ə) or are entirely elided. This change is prominent in casual speech and contributes to the fluidity of spoken English [2, 126].

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Today, English exhibits a wide range of pronunciation variations influenced by regional dialects, sociolects, and global interactions. Factors such as migration, colonization, and cultural exchanges have led to the development of distinct accents and dialects, including British English, American English, Australian English, and others.

Some notable modern-day pronunciation variations include:

- **Rhoticity:** In American English, rhotic accents pronounce the “r” sound in words like car and hard, while non-rhotic accents in British English may drop the “r” in these contexts.
- **Vowel Length:** Variations in vowel length can be observed between different dialects. For instance, the vowel in bath is pronounced as a short vowel in American English but as a long vowel in certain British accents.
- **Intonation and Stress Patterns:** Different English-speaking regions exhibit unique intonation and stress patterns that affect how words and sentences are pronounced, influencing comprehension and communication.

In conclusion, the phonological history of English reveals a language in constant flux. From the transformative effects of the Great Vowel Shift to the diverse modern-day pronunciation variations, English continues to adapt and evolve. Understanding these phonological changes not only highlights the complexity of English pronunciation but also underscores the language's ability to reflect cultural and social dynamics. As English continues to spread globally, it will undoubtedly undergo further phonological shifts, shaping the future of its spoken form.

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MORPHOLOGY: THE STUDY OF WORD STRUCTURE AND ITS ROLE IN LANGUAGE FORMATION

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Abstract:

Morphology an integral branch of linguistics, reveals the fascinating complexity of words. As we deal deeper into the world of morphemes, the basic building blocks of language, we discover the magnificent structures that shape our vocabulary. The purpose of this article is to examine morphology and the relationship between morphemes and word formation. Morphology studies the formation and diversity of words. It examines how morphemes can be combined to form new words or new word formations.

Key words: morphology, morphemes, types of morphemes, content vs functional morphemes, allomorphs.

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Morphology is a branch of linguistics that examines the grammatical structure of words, focusing on how words are formed and varied within the lexicon of a language. It explores the relationships between morphemes, the smallest meaningful units in a word, and how these units are combined to form new words or new variations of the same word. In morphological studies, a morpheme is distinguished from a lexeme, the latter being the smallest word unit that holds content meaning independently. Essentially, lexemes serve as the foundation for dictionary entries, while morphemes, though they may represent a word unit, can also take the form of affixes or parts of words that have functional but not content meaning.

For example, the words "plays," "played," and "playing" all stem from the lexeme "play." "Plays" can be broken down into the morphemes "play" and "-s"; "played" into "play" and "-ed"; and "playing" into "play" and "-ing." This process of forming words like "plays," "played," and "playing" from the lexeme "play" is called inflection, a key focus of morphological analysis. Moreover, it is important to note that some lexemes can be further reduced to their constituent morphemes.

Morphemes and Their Types

To fully grasp morphology, it is crucial to understand morphemes. A morpheme is the smallest unit of meaning in a language. There are two main categories of morphemes: free and bound.

Free Morphemes

Free morphemes can independently carry semantic meaning and do not require any prefixes or suffixes to have meaning. In other words, they can function as standalone words, such as "the," "boy," "run," and "luck." These morphemes function on their own without the need for additional elements.

Bound Morphemes

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Bound morphemes, in contrast, cannot stand alone and must be attached to other morphemes. Examples include morphemes like "-s," "un-," and "-y." Bound morphemes often take the form of affixes, a general term that encompasses prefixes (e.g., "re-" and "un-") and suffixes (e.g., "-s," "-ly," and "-ness"). In some languages, infixes, which are inserted into the middle of words, also exist, though they are rare in Modern English. Bound morphemes can be further divided into two subtypes: derivational and inflectional morphemes.

Derivational Morphemes

Derivational morphemes alter either the meaning or the grammatical category of a word, thereby deriving a new word. For instance, "un-" adds a negative meaning to a word, "-y" turns nouns into adjectives, and "-ness" converts adjectives into nouns.

Inflectional Morphemes

Inflectional morphemes, on the other hand, add grammatical information to a word, such as the "-s" in "runs," which indicates third-person singular in the present tense, or the "-s" in "boys," which signifies plurality.

In English, there are eight primary inflectional suffixes (often referred to as "inflections"):

- -s on verbs (3rd person singular, present tense): e.g., "he runs"
- -ed on verbs (past tense): e.g., "I walked"
- -ing on verbs (progressive aspect): e.g., "I was walking"
- -en on verbs (past participle): e.g., "I was beaten"
- -s on nouns (plural): e.g., "boys"
- -'s on nouns (possessive): e.g., "boy's"
- -er on adjectives (comparative): e.g., "quicker"
- -est on adjectives (superlative): e.g., "fastest"

Despite some phonological similarities, it is essential to distinguish between these inflectional suffixes. For example, the "-s" in "runs" (third-person singular verb), the plural "-s" in "boys," and the possessive "-'s" in "boy's" are coincidentally similar in form but serve different grammatical purposes. Additionally, the inflectional morpheme "-ing," as used in progressive verbs ("I am singing"), should not be confused with the derivational morpheme "-ing" used to form nouns from verbs ("Singing is enjoyable"). These may sound alike but perform different functions. Finally, spelling conventions, such as using an apostrophe to indicate possessive plurals (e.g., "boys'"), should not be confused with inflectional morphology, as the apostrophe is merely a spelling convention, not an inflectional marker.

To conclude, language encompasses a wide range of elements, from grammar to sentence structure, with words being the primary means of conveying meaning. Morphology, as a branch of linguistics, focuses on the structure of words, particularly morphemes—the smallest units of meaning in language. By studying morphology, we can better understand how words are formed, how they change through inflection and derivation, and how their individual components contribute to their overall meaning.

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ACTIVATION OF ASPECTUAL SEMANTICS IN ENGLISH AND UZBEK NARRATIVE STRUCTURES

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Abstract:

The article analyzes the semantics of the narrative text from a theoretical point of view, and the relations of the world's leading linguists working in this field are studied. The personal relationship is expressed. The activation of temporal and aspectual features in the semantics of the narrative text is highlighted. Also, the views of the comparative and typological research of the pragmatic content of the text are included.

Key words: aspectual meaning, narrative text, semantics, temporal units.

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In the narrative text, limited events are expressed in the course of time, tenses have their own characteristics, and in discourse, tenses perform a deictic function and serve as an orientation to the moment of speech. [Smith, 2003; 109] In the narrative text, the features of limitation / non-limitation of realities are related to the eventfulness of the action or the completion or duration of the main part of the action. In these situations, there is no temporal limit. For example: After I quite my own mother stopped talking to me recalls one former broker who gave up after 3 months (Stone, 134).

In many narrative texts, events are associated with aspectual meanings such as the initial phase, duration, completion, aspiration to the final phase, a moment of action. Thus, aspectual meanings are directly related to the time course of reality in the narrative text. Therefore, aspectuality in English specifies not only the predicate, but also the space, time, and time of the realities in the text. For example: When you are done with the pitch simply say thank you and then goodbye.

It can be seen that in the English narrative text, temporal units as aspectual markers play an important role in changing the semantic meaning of predicates showing reality.

In addition to their aspectual aspect, it is considered that they serve to express transitive (transition- from one state to another state) or procedural (process- being in motion) semantic features, in addition to referring to the meaning of completion or process.

The lexical-grammatical category of actions interpreted within the framework of aspectual semantics is usually evaluated as a related phenomenon under the influence of predicates. But the semantics of the narrative text will have directly organized categorical indicators of behavior, types of behavior. In the general plan, the main types of behavior are introduced, such as nichiative, ingressive, durative, cognitive, semi-active, procedural, resultative. We will explain some of them. Mode of action that expresses the beginning (ingressive subtype, indicating the result in the occurrence of the action and its flow along with the beginning of the flow of action; inchoative subtype, indicating the starting point of the continuous action):

Completive mode of action (refers to the completion phase of the action):

Semeflective movement style: neutral group (represents one "quantum" of repeated movement. Movement metaphors are mainly divided into two types: phasic and processual. When phase movement is observed at the boundary of initiation or completion, procedural

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movement is considered the center of the movement flow and is carried out through the scanning path.

It is known that the lexical-semantic meanings of verbs are richer than words of other categories. Because their semantics may change depending on the lexical meaning of the component in the text in different situations during speech. In many cases, in narrative structures, successive realities represent a separate complex, event. In this case, it is necessary to refer to the analysis of the behavior of the verb.

Despite the fact that the predicates in this example appear in different positions, in different combinations with different lexical-semantic meanings, in the same text, regardless of the fact that they show different modes of action, such as stopped (perfective), scattered (distributive), relinquished (iterative), started back (inchoative) united. We can explain that the resulting meanings depend on the action, state and content of other signs of the components in the function of syntactic units, especially the situations related to the subject. It is noticeable that the temporal and aspectual meanings characteristic of the verb system in the English language are distinguished by the fact that they have a specific system that forms the content of the text.

According to A. Shermatov, it is important to refer to the lexico-centric and text-centric directions in the study of word semantics. [Shermatov A. About new directions in linguistics // New directions in linguistics and their problems. Materials of the scientific-practical seminar. -Tashkent, 2013. -B. 234-237.]. Therefore, it seems appropriate to follow the lexico-centric approach to determine the semantics of the behavior in the narrative text and the text centric approach to determine the aspectual characteristics. For example: A block or two north of the Park, Dawe steered the editor again eastward, then, after covering a short distance, into a lofty but narrow flat house burdened with a floridly over-decorated facade. To the fifth story they toiled, and Dawe, panting, pushed his latch-key into the door of one of the front flats (O'Henry, 337); 'When we gets in five hours of the country that we was going to introduce to long drinks and short change the captain calls us over to the starboard binnacle and recollects a few tilings. (O'Henry, 165) .

In the given examples, the predicate expressed by temporal indicators such as short distance, into a lofty but narrow flat house, over to the starboard indicates that the scope of action is limited. Therefore, in these examples, the predicate has limited semantics. It can be seen that the aspectual semantics of verbs in the function of predicates in the English narrative text in many cases depends on the semantic indicators of temporal conjunctions with prepositions in the text. In the Uzbek language, the activation of analytical compounds is observed. For example: People fell silent. The crackling of lanterns with darkened glass at the edges began to be clearly heard (O'tkir Hoshimov, 77). In this example, the analytic conjunctions became silent and began to be heard meant the aspectual semantics of the event. In this case, two opposing aspectual semantics, consequentiality and inchoative aspectual semantics, are activated. Let's look at the next example: I stayed at my aunt's house for three weeks on the pretext of a broken arm. At first, my father came every day. Then suddenly not a single one stopped coming (O'tkir Hoshimov, 134). In linguistics, it is widely recognized that the functional aspect of language is related to the activation of units in the text. Because the activation of the language in the text is also related to its functional side. The verb, which plays an important role in the functionality of the language, differs from other groups of words in terms of its polysemy, variety in form formation, richness, formation of compounds and differentiation of meanings in them, as well as the ability to change meaning. In order to determine the complex of meanings and lexical-semantic meanings of verbs, their classification is important.

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TEMPORAL UPDATING AND TEMPORAL REASONING

*S. Sarimsoqov*¹, *N. Xolmirzayeva*²*Abstract:*

The dual systems approach to temporal cognition posits the existence of two distinct cognitive systems for processing information related to time. These systems are referred to as the temporal updating system and the temporal reasoning system. The temporal updating system is considered to be more primitive both in terms of evolutionary development (phylogenetically) and individual development (ontogenetically) compared to the temporal reasoning system. The temporal updating system is responsible for continuously updating and tracking changes over time. It handles real-time information processing and supports behaviors that require immediate temporal adjustments. This system is more instinctual and reactive, allowing for quick responses to temporal changes in the environment. On the other hand, the temporal reasoning system is more advanced and allows for higher-level cognitive processes related to time, such as planning, forecasting, and making decisions based on past, present, and future temporal information. This system enables individuals to engage in complex reasoning about time, including understanding causality, sequencing events, and predicting outcomes based on temporal patterns.

Key words: Temporal updating, temporal reasoning, phylogenetical, ontogenetical, foraging behaviour of hummingbirds, Mahr's perspectives on temporal reasoning.

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Human beings are able to think about the world they live in as being extended in specific points of time, and the ability to reason about causation and other temporal relations. This ability allows humans to understand and navigate the complexities of time, memory, and change in their environment. By incorporating temporal reasoning into their cognitive processes, humans can make sense of their past experiences, plan for the future, and adapt to changing circumstances. This rich temporal reasoning ability is a key aspect of human cognition that sets us apart from other species. Temporal reasoning involves an understanding of specific points in time, the ability to reason about causation and temporal relations, and the capacity to make sense of past experiences and plan for the future. On the other hand, temporal updating refers to a more basic form of cognition that lacks a temporal dimension and focuses solely on the present. While a creature with only temporal updating capabilities may not have a full understanding of time, it can still adapt its behavior based on new information and timing mechanisms. This distinction highlights the importance of temporal reasoning in human cognition and how it enables us to navigate the complexities of time and change in our environment.

In the context of foraging behavior, Pan and Carruthers ask how our account would explain the foraging behaviour in hummingbirds, temporal updating and temporal reasoning play important roles in understanding how these birds adapt their feeding strategies based on the rate at which flowers replenish nectar. Hummingbirds have been observed to be

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sensitive to the timing of flower replenishment, adjusting their foraging patterns accordingly. Temporal updating in this scenario would involve the hummingbirds' ability to track and remember the intervals at which they visit flowers and observe whether the nectar has been replenished. This basic form of cognition allows the birds to make real-time adjustments to their foraging behavior based on immediate feedback from their environment. On the other hand, temporal reasoning comes into play when considering how hummingbirds develop a more sophisticated understanding of the temporal patterns of flower replenishment over time. The idea of the birds possessing a "timer" that becomes entrained with the refresh rate of the flowers suggests a mechanism for temporal reasoning. By visiting flowers at different intervals and observing when they are full again, hummingbirds can infer and anticipate the optimal times to revisit specific flowers for maximum nectar intake. Overall, the combination of temporal updating and temporal reasoning enables hummingbirds to effectively exploit resources in their environment by strategically timing their foraging activities based on the dynamic nature of flower replenishment rates. This example illustrates how temporal cognition is crucial for animals to adapt and thrive in changing environments. The distinction, made by Pan and Carruthers, here is between the "mechanism question" and a more general "how does it happen" question. The mechanism question seeks to understand the underlying processes or mechanisms that explain a specific behavior or cognitive process, such as why a dog continues to believe a bone is buried in a specific location or how a hummingbird's timer becomes associated with representations of empty or full flowers. In the case of the dog digging for the bone, the mechanism question is answered by pointing to the persistence of beliefs over time as the explanation for why the dog still believes in the location of the buried bone. Similarly, in the case of hummingbirds, the mechanism question is addressed by explaining how specific states of a timer become associated with representations of empty or full flowers, influencing the bird's foraging behavior. On the other hand, the more general "how does it happen" question delves into the reasons behind why certain behaviors or cognitive processes occur. For example, in the case of the dog's belief in the location of the buried bone persisting, one could ask why this belief continues to influence the dog's behavior. This type of question goes beyond the specific mechanisms involved and explores the broader context and implications of the behavior. By distinguishing between these two types of questions, researchers can provide more nuanced explanations of cognitive processes and behaviors, considering both the underlying mechanisms and the broader reasons for why they occur. This distinction helps clarify different aspects of understanding complex phenomena in animal cognition. The sensitivity question, as you have aptly named it, delves into the relationship between the persistence conditions of beliefs or representations and the actual persistence conditions of the objects or events they are about. In the case of the dog's belief about the buried bone, this sensitivity question arises because the dog's belief is somehow sensitive to the persistence conditions of the bone itself. Similarly, in the case of the hummingbirds' behavior and their timer becoming associated with the refresh rate of flowers, the sensitivity question concerns how this entrainment process occurs and why the birds revisit the flower at different intervals after feeding. When considering explanations that involve beliefs or representations in animals' behavior, such as attributing to the dog a belief that buried bones tend to stay put or suggesting that hummingbirds have a representation of the time it takes for a flower to replenish, it becomes crucial to address how these beliefs or representations are formed and how they are sensitive to the persistence conditions of the objects or events they pertain to. In the case of the hummingbirds forming a representation of the time it takes for a flower to replenish, Pan and Carruthers propose that this representation is based on repeated visits to the flower at different intervals after feeding. This highlights the importance of understanding how animals acquire and update their beliefs or representations based on their interactions with their environment and how these mental states are influenced by the persistence conditions

of external events. By exploring the sensitivity question in animal cognition, researchers can gain deeper insights into the mechanisms underlying cognitive processes and behaviors, shedding light on how animals navigate and interact with their surroundings based on their mental representations and beliefs.

The idea that animals may not have a use for temporal reasoning about past events raises an interesting question about why this ability is significant for humans. Mahr's argument linking this question to the normative dimension of human interaction sheds light on the unique benefits of temporal reasoning in the psychological and social domains. Mahr suggests that the significance of temporal reasoning for humans goes beyond just preparing for the future. Instead, he argues that the ability to represent particular past events is valuable in itself, especially in understanding the normative dimensions of social interactions. For example, thinking about past interactions and events can help individuals grasp why certain social norms or obligations apply in a given situation.

In the example provided by Mahr, the ability to remember a promise made yesterday to meet at 5 p.m. today is crucial for understanding why someone might feel entitled to be annoyed if the promise is not kept. This illustrates how temporal reasoning about past events plays a key role in shaping our understanding of social norms, obligations, and expectations. Overall, Mahr's perspective highlights the nuanced ways in which temporal reasoning about past events contributes to human cognition and social interactions, emphasizing the importance of considering the normative dimensions of human behavior and relationships.

The ability to appreciate the pastness of events, as Mahr argues, is crucial for fully engaging with social obligations like promises. The temporal updating system alone may not be sufficient for understanding the implications of specific event occurrences within their contextual specificity. Mahr's emphasis on the importance of appreciating the pastness of events highlights a key aspect of temporal reasoning that goes beyond mere updating of information. In the case of promises, for example, understanding the temporal dimension of commitments involves not only committing to delivering on a promise but also acknowledging the future implications of failing to do so. This requires a more sophisticated understanding of time and events that the updating system may not provide. By focusing on the temporal reasoning system rather than just the updating system, Mahr's argument underscores the complexity of engaging with social norms and obligations that involve considerations of past events and their implications for future interactions. The analysis supports Mahr's claim that temporal reasoning plays a crucial role in navigating social interactions and understanding the consequences of our actions over time.

The connection between temporal reasoning and counterfactual thought extends beyond social obligations to encompass complex emotions such as regret. Regret involves appreciating the pastness of events and recognizing that there was a moment in time when different future outcomes could have unfolded but did not. This understanding of missed opportunities or alternative paths not taken is fundamental to the experience of regret. Beck and Rafetseder's discussion on the relationship between temporal reasoning and counterfactual thought highlights the importance of considering the temporal aspects of cognitive demands, especially in developmental research on counterfactual cognition. The suggestion that children's ability to engage in counterfactual thinking is closely linked to their understanding of time aligns with the idea that temporal reasoning plays a crucial role in processing counterfactual scenarios. The ability to think about locations in time independently from the events that occur in those locations, known as event-independent thought about time, is a key achievement associated with the emergence of the temporal reasoning system. Engaging in counterfactual thought about events in the past, such as the type of thinking that underlies regret, requires this event-independent perspective on time. McCormack and Hoerl's work emphasizes how counterfactual thought involves this kind of nuanced temporal cognition, where individuals consider alternative timelines and outcomes

separate from the actual events that occurred. Overall, the connection between temporal reasoning and counterfactual thought underscores the intertwined nature of cognitive processes involved in understanding the past, evaluating missed opportunities, and reflecting on alternative paths not taken. This interplay between temporal cognition and counterfactual thinking sheds light on how individuals navigate complex emotions like regret and make sense of their experiences within a temporal framework.

Conclusion

The distinction between the temporal updating system and the temporal reasoning system highlights the complexity of representing time and understanding how individuals process temporal information. While the temporal updating system may explain adaptive behaviors related to tracking changes over time, it does not necessarily provide a foundational way of representing the domain of times itself.

The representations of time that the temporal reasoning system operates with are not simply more explicit or enriched versions of those present in the temporal updating system. This suggests that time as a concept raises unique challenges when it comes to understanding how it is represented and how individuals develop the capacity to engage with temporal reasoning. The emergence of the capacity to represent time phylogenetically (across evolutionary history) and ontogenetically (in individual development) is a complex process that involves distinct cognitive mechanisms and systems. Understanding how individuals come to represent and reason about time involves exploring the interplay between different cognitive processes, such as memory, attention, and conceptual understanding, that contribute to our understanding of temporal concepts. Overall, the discussion underscores the nuanced nature of representing time and highlights the need to consider the specific cognitive mechanisms involved in temporal reasoning. By recognizing the distinct challenges posed by representing time, researchers can gain insights into how individuals navigate temporal information and develop an understanding of the complexities inherent in conceptualizing and reasoning about time.

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POLITICAL IMAGE BUILDING THROUGH EUPHEMISMS: STRATEGIES IN ENGLISH POLITICAL COMMUNICATION

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Abstract:

This article investigates the use of euphemisms in English political communication as a strategy for image building. Euphemisms, which soften the delivery of controversial or unpleasant information, play a crucial role in shaping a positive public image for politicians. By examining key examples from political discourse, we explore how political figures utilize language to manage public perception, avoid controversy, and convey complex ideas without alienating their audience. The analysis highlights both historical and contemporary examples, drawing from speeches and public statements, while evaluating the effectiveness of these linguistic strategies in sustaining political power.

Key words: Euphemisms, political communication, image building, language strategies, public perception.

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In politics, language serves as a powerful tool not just for conveying ideas but also for managing public perception. Politicians often resort to euphemisms—mild or indirect expressions used to replace terms considered too harsh or unpleasant—as part of a broader strategy to maintain their public image. This article explores how euphemisms are used in English political communication to soften the impact of controversial policies, avoid backlash, and craft a favorable image in the public eye.

The use of euphemisms in political communication is not new; it has historical roots and continues to evolve. For instance, George Orwell in *Politics and the English Language* (1946) famously critiqued political language, claiming that it is “designed to make lies sound truthful and murder respectable, and to give an appearance of solidity to pure wind.” This sentiment underscores how euphemisms often cloak the harsh realities of governance, war, or social issues.

Euphemisms in politics serve several purposes, but their primary function is to reshape public perception. By using less direct language, politicians can frame their actions in a more positive or neutral light, thus avoiding the negative connotations that might accompany a more straightforward approach. Euphemisms allow leaders to gloss over controversial topics, maintain public support, and prevent opposition from gaining traction.

War and Military Actions: One of the most common areas where euphemisms are employed is in discussions of war and military conflict. Politicians often refer to military interventions as “peacekeeping operations” or “strategic responses” instead of acknowledging them as wars or invasions. For example, the U.S. government referred to the Iraq War as an “Operation Iraqi Freedom,” highlighting the liberation aspect while downplaying the violence and destruction inherent in the conflict.

Economic Policy: Euphemisms are frequently used when discussing economic policies, particularly those that may negatively impact certain groups. Terms like “revenue enhancement” are used instead of “tax increase,” and “downsizing” or “rightsizing” instead

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of "firing" or "layoffs." These softer terms are intended to reduce public anxiety and opposition. The 2008 financial crisis offers numerous examples of euphemisms: financial institutions used terms like "credit crunch" instead of "financial collapse" to mitigate fear.

Immigration and Social Policy: In discussions of immigration, euphemisms help politicians address sensitive issues without alienating potential voters. Terms like "undocumented worker" replace "illegal immigrant," thus removing the criminal implication and focusing instead on the administrative aspect of the issue. Similarly, in discussions of social welfare, phrases such as "social safety net" or "entitlement reform" are used to discuss cuts in public spending, avoiding the harsher reality of reducing aid to vulnerable populations.

Euphemisms in Brexit

The Brexit campaign provides a contemporary example of how euphemisms have been strategically employed to influence public opinion. During the debates surrounding Brexit, both sides of the political spectrum used euphemisms to frame the conversation in ways that supported their agendas. Pro-Brexit politicians often referred to the decision to leave the European Union as "taking back control" rather than addressing the economic risks associated with severing ties with the EU. This phrasing implied that Britain had lost sovereignty and autonomy, thus galvanizing nationalist sentiments without addressing the complexities of international trade or diplomacy.

On the other hand, anti-Brexit campaigners used the term "soft Brexit" to describe a scenario where the UK would maintain close ties with the EU while leaving. This euphemism downplayed the potential economic disruption while still appealing to voters who supported leaving the EU but were wary of the potential fallout.

Euphemisms in political language are highly effective because they allow politicians to communicate difficult messages without triggering a strong emotional response. When used strategically, euphemisms enable leaders to maintain a positive public image, build consensus, and avoid controversy. However, overreliance on euphemistic language can also backfire, leading to accusations of dishonesty or manipulation.

For instance, the use of euphemisms during the Vietnam War—such as referring to the conflict as a "police action" or a "conflict"—initially helped to downplay the gravity of the situation. However, as the war dragged on and the human and financial costs became apparent, these euphemisms were seen as disingenuous, contributing to public distrust in the government. Similarly, during the COVID-19 pandemic, political leaders who downplayed the severity of the crisis through euphemistic language—such as referring to lockdowns as "pauses" or "adjustments"—faced significant backlash as the situation worsened.

Euphemisms are a key linguistic tool in political communication, allowing politicians to shape their public image by softening the delivery of controversial or complex ideas. From military interventions to economic policies and social issues, euphemisms help to control public perception and minimize backlash. While these linguistic strategies can be effective in the short term, overuse or misuse can lead to accusations of dishonesty and a loss of public trust. As Orwell pointed out, political language often serves to obscure reality, and it is crucial for both politicians and the public to critically examine the words being used to shape political discourse.

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THE FORMATION AND DEVELOPMENT OF PHRASEOLOGY IN ENGLISH LINGUISTICS, AND THE SPECIFIC FEATURES OF ENGLISH IDIOMATIC EXPRESSION

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Abstract:

With an emphasis on the distinctive qualities of idiomatic expressions, this article examines the historical genesis and continuous evolution of phraseology in English linguistics. It explores the cognitive, linguistic, and cultural factors that have shaped idiom development and looks at how they are employed to express linguistic innovation and cultural subtleties. With citations to important works in the subject, the study also emphasizes the major characteristics of English idiomatic idioms, including their stable structure, metaphorical interpretations, and cultural distinctiveness.

Key words: Phraseology, modern phraseology, English linguistics, idiomatic expression, origin of idioms, grammar structure of idioms.

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A crucial field of study in linguistics is phraseology, which focuses on the fixed phrases, idioms, and set expressions that define a language. Idiomatic phrases in English are essential elements that enhance communication by expressing meanings beyond the precise definitions of particular words. Historical, cultural, and social variables have influenced the evolution of phraseology in English linguistics, making idioms both culturally relevant and functional. English idiomatic phrases' origins, structural characteristics, and cognitive elements will be covered in this article, along with the difficulties they pose for language learners and translators.

English phraseology's historical development. English phraseology has centuries-old roots that have been shaped by social shifts, historical occurrences, and language borrowing. In addition to the influence of other languages like French, Latin, and Norse, English idioms frequently show remnants of historical events like migration, colonization, and conflicts. There are traces of historical meanings that may have changed over time in many present English idioms. A wide range of idiomatic idioms reflecting the language's varied origins have resulted from this lengthy history.

As a branch of linguistics, modern phraseology now studies not only fixed expressions and ancient idioms but also how phrases change in meaning and pattern as they adapt to modern language. Idioms, collocations, sayings, and other multi-word formulations that express more than the sum of their parts are among the many linguistic components it looks at [3,p151]. Taking into account how phrases evolve, proliferate, and are employed in many cultural and communication situations, modern phraseology combines cognitive, social, and computational viewpoints.

Examples of modern phrases:

Idiom	Meaning

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<i>"Break the internet"</i>	<i>This phrase means to generate an unprecedented amount of attention or online traffic, often through viral content.</i>
<i>"Throw shade"</i>	<i>An expression used to subtly insult or criticize someone, usually in a playful or indirect way.</i>
<i>"Ghosting"</i>	<i>Refers to ending communication suddenly and without explanation, often in dating or social contexts. "Cancel culture": Describes the practice of rejecting or withdrawing support for public figures or companies based on their actions or statements.</i>

English linguistics' phraseology development. In the 20th century, phraseology—the study of fixed idioms and idiomatic constructions in language—became a prominent academic discipline. Phraseological units have been better understood because to the work of researchers like Charles Bally and more recent academics like A.V. Kunin. It is currently acknowledged that phraseology is a branch of English linguistics that interacts with pragmatics, semantics, and cognitive linguistics. The idiomatic idioms' grammatical stability, metaphorical connotations, and pragmatic communication functions have all been examined. An overview of English linguistics in brief is the study of the structure, usage, and history of the English language is known as English linguistics. It includes a number of areas: Phonology and phonetics study English sounds, including patterns and pronunciation. Word construction is the main focus of morphology, which also studies roots, prefixes, and suffixes. Syntax: Examines the arrangement of words in phrases to analyze their structure. Semantics: Examines the meaning of words, phrases, and sentences in language. Pragmatics: Examines how social norms and speaker purpose affect meaning in context. Furthermore, English linguistics takes into account dialects, regional and cultural variants, historical linguistics, and the way English interacts with other languages around the world. Understanding the development of English, education, translation, and intercultural communication are all aided by this field [5,48].

Particular characteristics of idiomatic expressions in English idioms are distinguished by certain language and structural characteristics. Fixed structure of English idioms, frequently, have a set word order and little structural flexibility. Phrases like "kick the bucket," for instance, cannot be changed without losing their colloquial meaning. Cultural specificity. A lot of idioms that represent traditions, humour, and history have strong roots in English-speaking societies. Idioms that contain cultural allusions, like "a penny for your thoughts" or "the ball is in your court," represent historical settings and social mores that native speakers are accustomed to. Difficulties with idiomatic expressions in language learning and translation. Because of their culturally specific and metaphorical meanings, English idioms can be difficult for translators and language learners to understand. Idioms that do not transfer straight into their native tongues may be difficult for learners to understand. For example, if you don't comprehend the metaphorical meaning of the phrase "break the ice," it could be confusing.

Idioms are expressions that have deeper meanings than their literal words and are frequently derived from social, cultural, or historical settings. The figurative interpretations of many idioms are enhanced by their origins in literature, mythology, historical events, and old practices. Idioms are colourful and occasionally difficult to translate directly because they capture the history, values, and culture of the language to which they belong.

Idiom	Meaning
<i>Break the ice [6..p32]</i>	<i>To initiate conversation in a tense or awkward situation.</i>
<i>Hit the sack</i>	<i>To go to bed or sleep.</i>

<i>Spill the beans</i>	<i>To reveal a secret or disclose information prematurely.</i>
<i>Once in a blue moon [7, p135]</i>	<i>Something that happens very rarely.</i>
<i>Bite the bullet [8, p35]</i>	<i>To face a difficult or unpleasant situation with courage.</i>
<i>Kick the bucket</i>	<i>A humorous or informal way to say someone has died.</i>
<i>Burn the midnight oil</i>	<i>To work late into the night, often studying or working hard.</i>
<i>Under the weather</i>	<i>Feeling sick or unwell.</i>
<i>The ball is in your court</i>	<i>It's your decision or responsibility to take action.</i>
<i>Let the cat out of the bag</i>	<i>To accidentally reveal a secret.</i>

Grammar structures of these idioms:

Idiom	Structure	Meaning
<i>Break the ice</i>	Structure: Verb + Definite Article + Noun <i>Break (verb) + the (definite article) + ice (noun)</i>	Meaning is figurative, as "ice" represents social tension.
<i>Bite the bullet</i>	Structure: Verb + Definite Article + Noun <i>Bite (verb) + the (definite article) + bullet (noun)</i>	Figurative, with "bullet" symbolizing a difficult decision or situation.
<i>Hit the nail on the head</i>	Structure: Verb + Definite Article + Noun + Prepositional Phrase <i>Hit (verb) + the (definite article) + nail (noun) + on the head (prepositional phrase)</i>	"Nail on the head" symbolizes accuracy, based on carpentry imagery.
<i>Let the cat out of the bag</i>	Structure: Verb + Definite Article + Noun + Prepositional Phrase <i>Let (verb) + the (definite article) + cat (noun) + out of the bag (prepositional phrase)</i>	Figurative; "cat out of the bag" represents revealing a secret.
<i>Spill the beans</i>	Structure: Verb + Definite Article + Noun <i>Spill (verb) + the (definite article) + beans (noun)</i>	Figurative; "beans" symbolize secrets being revealed
<i>Burn the midnight oil</i>	Structure: Verb + Definite Article + Adjective + Noun <i>Burn (verb) + the (definite article) + midnight (adjective) + oil (noun)</i>	Figurative, referring to using oil lamps in the past to stay up late working.
<i>Under the weather</i>	Structure: Prepositional Phrase <i>Under (preposition) + the (definite article) + weather (noun)</i>	Figurative, "under" suggests feeling low or unwell, like being affected by the weather.
<i>Cost an arm and a leg</i>	Structure: Verb + Indefinite Article + Noun + Conjunction + Noun <i>Cost (verb) + an (indefinite article) + arm (noun) + and (conjunction) + leg (noun)</i>	Figurative, where "arm and a leg" symbolize a high price.
<i>When pigs fly</i>	Structure: Subordinating Conjunction + Subject + Verb <i>When (subordinating conjunction) + pigs (subject) + fly (verb)</i>	Figurative; impossible imagery to suggest something will never happen.

<i>The ball is in your court</i>	<i>Structure: Definite Article + Noun + Linking Verb + Prepositional Phrase The (definite article) + ball (noun) + is (linking verb) + in your court (prepositional phrase)</i>	<i>Metaphor from sports, "ball in your court" means responsibility lies with.</i>

In English linguistics, the study of phraseology and idiomatic idioms provides understanding of the intricacies of cognitive processing, cultural influence, and language evolution. Idioms are cultural markers that represent historical contexts and society ideals in addition to being language tools. Idiomatic expressions give English depth and color, improving both written and spoken communication, even if they can be difficult for learners. Gaining fluency requires an understanding of idioms since it enables people to speak clearly and enjoy the diversity of the English language.

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METAFORALARNING ZAMONAVIY TILSHUNOSLIKDAGI O'RNI

N. Narziyev¹*Annotatsiya:*

Ushbu maqolada metaforalar, ularning tuzilishi va ahamiyati haqida chuqur tahlil yoritilgan. Metaforalar til va madaniyatda hissiyotlar, ijtimoiy munosabatlar va fikr yuritishni boyituvchi muhim vositalardir. Tadqiqotlar, shuningdek, zamonaviy tilshunoslikda metaforalar orqali muloqot va tushunishni oshirish usullarini o'rganadi.

Kalit so'zlar: Metaforalar, madaniyat, hissiyotlar, ijtimoiy munosabatlar, muloqot, zamonaviy tilshunoslik, tadqiqotlar, obrazli ifoda.

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Metafora — til va madaniyatning ajralmas qismi bo'lib, insonlarning fikrini va his-tuyg'ularini ifodalashda muhim rol o'ynaydi. Ular nafaqat oddiy so'zlar to'plami, balki xalqning fikr va hissiyotlarini, turmush tarzi va qadriyatlarini aks ettiruvchi chuqur mazmunli belgilar hisoblanadi. Zamonaviy tadqiqotlar shuni ko'rsatadiki, metaforalar tilshunoslik, psixologiya va madaniyatshunoslik sohalarida muhim ahamiyatga ega [1;1-23]. Ular orqali insonlar o'z hayotiy tajribalarini ifodalash, dars berish va muloqotda yanada boyroq va ma'noli tushunchalarni yaratish imkoniyatiga ega bo'ladilar.

Metaforalar insonga dunyoni qanday qabul qilish va his etishiga ta'sir qiladi. Ular o'zaro aloqa vositasi bo'lib qolmay, balki fikr yuritishda yangi yo'nalishlarni kashf etadi. Misol uchun, "life is travelling(hayot-sayohat)" metaforasi odamlarning hayot yo'lini yanada aniqroq tushunishga yordam beradi, hayotdagi turli bosqichlarni va sinovlarni sayohat bilan taqqoslash imkonini beradi [2;45-78].

Shu sababli, ushbu maqolada metaforalar, ularning tuzilishi, ahamiyati va zamonaviy tilshunoslikdagi o'rni haqida so'z yuritamiz. Tadqiqotchilar va keng jamoatchilik uchun metamoralalar nafaqat tilni boyituvchi vosita, balki insonning fikrlash jarayonidagi muhim omil sifatida o'rganiladi [3;12-30].

Metafora — bu obrazli ifoda bo'lib, bir ob'ekt yoki holatni boshqa ob'ekt yoki holat orqali tasvirlash usulidir. Metaforalar til va madaniyatda o'rganilishi kerak bo'lgan muhim unsurlardan biridir, chunki ular insonlar o'rtasida muloqot va tushunishni boyitadi [4;25-40]. Metaforalar orqali so'zlar dunyoni shakllantiradi va insonlarning fikr yuritish usullariga ta'sir ko'rsatadi, bu esa yanada chuqurroq va ma'noli muloqotga olib keladi.

Metaforalar hayotda ko'plab turli va obrazli ma'nolarni o'z ichiga oladi [5;198-211]. Masalan, "vaqt" metaforasi "pul" sifatida tasvirlanganda, u vaqtning qadri va undan samarali foydalanish zarurligini ifodalaydi [6;15-32]. Bu metafora nafaqat vaqtni qadrlashni, balki insonlarga o'z vaqtini samarali boshqarishning ahamiyatini anglatadi. Vaqtni pul bilan taqqoslash orqali, odamlar uning chegaralanganligini va har bir daqiqaning qadrini bilishni o'rganadilar.

Shuningdek, metaforalar orqali ifodalangan fikrlar ko'pincha muayyan madaniyat va ijtimoiy kontekst bilan bog'liq bo'ladi, bu esa ularning ma'nosini yanada chuqurlashtiradi [7;100-120]. Shu tarzda, metaforalar nafaqat tilning boyligini, balki inson fikrlash jarayonining murakkabligini ham ko'rsatadi.

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Metaforalarning strukturasi ikki asosiy elementdan iborat: "asosiy" va "taklif etuvchi". Asosiy element — metaforani tashkil etuvchi ob'ekt yoki holat bo'lib, taklif etuvchi esa uning ifodalanishi uchun yordam beradigan elementdir [8;56-80].

Masalan, "vaqt puldir" metaforasida "vaqt" — asosiy element, "pul" — taklif etuvchi element sifatida qaraladi. Bu metaforada vaqtning qadri pulga tenglanishi, insonlarni o'z vaqtini qadrlashga undaydi. Vaqtning pul bilan solishtirish, odamlarni uning qiymatini anglashga va har bir daqiqadan oqilona foydalanishga undaydi.

Metaforalar, shuningdek, frazeologik birliklar, obrazli ifodalar va uslublar sifatida ham qo'llaniladi. Bunday strukturalar tilning semantik boyligini oshirib, fikrlarni yanada aniq va ta'sirchan ifodalash imkonini beradi [9;100-120]. Metaforalar til va madaniyat o'rtasidagi bog'lanishni kuchaytiradi va muloqotda ko'proq ma'noni o'z ichiga oladi.

Shu tarzda, metaforalar so'zlovchi fikrini yetkazishda muhim vosita bo'lib xizmat qiladi va o'quvchilarga yoki tinglovchilarga yangi qiyofalarni va tushunchalarni osonroq anglashga yordam beradi [10;56-80].

Zamonaviy tilshunoslikda metaforalar kerativlikning muhim manbai sifatida o'rganiladi. Ularning yordamida yangi tushunchalar, ifodalar va ko'rinishlar yaratish mumkin. Kerativ metaforalar insonlarning fikrini yanada boyitadi, ularga dunyoni yangi va original uslubda qabul qilish imkoniyatini beradi. Bu esa nafaqat badiiy ijodkorlar, balki kundalik hayotda muloqot qilayotgan odamlar uchun ham muhimdir [1;256].

Metaforalar orqali insonlarning hissiyotlari, emotsional holatlari va ijtimoiy munosabatlari haqida chuqurroq tushunchalar shakllanadi. Metaforalar ko'pincha hissiy tajribalarni aniq ifodalashda yordam beradi va o'quvchilarga yoki tinglovchilarga muloqotning mazmunini tushunishda ko'maklashadi [1;3]. Metaforalar orqali ifodalanган tasvirlar, o'z navbatida, ko'pincha manzarani ochib berishda aniq va samarali bo'ladi.

Misol uchun, "umid tomchisi (the dew of hope)" metaforasi umidning shodlik, zaruriyat va kerativ holatini ifodalaydi. Ushbu metafora yordamida odamlar umidning haqiqiy ma'nosini, uning hayotdagi ahamiyatini va hissiy holatini his qila oladilar. Shuningdek, bunday metaforalar keng tarqalgan ijtimoiy qadriyatlarni va tajribalarni aks ettiradi, bu esa odamlar o'rtasida o'zaro tushunishni kuchaytiradi. [2;12]

Kerativ metaforalar badiiy asarlarda keng qo'llaniladi. Masalan, adabiyotda metaforalar orqali personajlarning ichki hissiyotlari va psixologik holatlari aniq ko'rsatiladi. Bu esa o'quvchiga asarning mazmunini yanada chuqurroq anglash imkonini beradi [3;45]. Kengaytirilgan metaforalar orqali mualliflar murakkab fikrlarni va tasvirlarni oddiy, lekin kuchli ifodalarda ko'rsatadilar.

Shu bilan birga, metaforalar keng ma'noda ijodiy jarayonlarni rag'batlantiradi. Odamlar metaforalar orqali o'zlarining keng qamrovli fikrlarini ifodalash va o'zaro aloqalarni yangi usulda o'rganish imkoniyatiga ega bo'ladilar [5;16]. Bu esa, o'z navbatida, ijtimoiy va madaniy o'zgarishlarga olib keladi.

Zamonaviy tilshunoslikda metaforalarni tadqiq qilish uchun turli usullardan foydalaniladi. Ularning orasida korpusli tahlil, leksik semantik tahlil va kontekstual tahlil muhim o'rin egallaydi. Har bir usul metaforalarni o'rganishda turli jihatlarni yoritadi va ularning ma'nolari, foydalanish kontekstlari va ijtimoiy ahamiyatini aniqlashda yordam beradi.

Korpusli tahlil — metaforalarni tadqiq qilishning eng samarali usullaridan biridir. Ushbu usulda ma'lum bir mavzuda to'plangan matnlar (korpus)dan foydalaniladi. Korpusdagi matnlar tahlil qilib, metaforalarning qanday kontekstlarda va qanday ma'nolarda ishlatilishini aniqlash mumkin. Masalan, matnlarda "dunyo" va "sahna" metaforalarini qanchalik tez-tez uchratilishini o'rganish orqali, ularning qanday ijtimoiy va madaniy kontekstda qo'llanilishini ko'rsatish mumkin.

Korpusli tahlil yordamida metaforalarning tilning turli janrlarida va kontekstlarida qanday o'zgarishini ham o'rganish mumkin. Bu, o'z navbatida, zamonaviy til va uning evolyutsiyasini tushunishda muhimdir[6;23].

Leksik semantik tahlil metaforalarning ma'nosi va strukturasi aniqlashga qaratilgan. Ushbu usul yordamida metaforalar o'rtasidagi semantik aloqalar va munosabatlar aniqlanadi. Masalan, bir metafopa boshqa bir metafopa bilan qanday bog'lanishi yoki qanday qarama-qarshiliklar mavjudligini aniqlash mumkin.

Leksik semantik tahlil, shuningdek, metaforalarning ma'no qatlamlarini va ularga bog'liq bo'lgan konnotatsiyalarni o'rganishga imkon beradi. Bu, tilshunoslarga va tadqiqotchilarga metaforalar orqali ifodalangan hissiyotlar va fikrlarni yanada chuqurroq anglash imkonini beradi.

Kontekstual tahlil esa metaforalarning foydalanish kontekstini o'rganishga qaratilgan. Ushbu usulda metaforalar ijtimoiy, madaniy va tarixiy kontekstda qanday ishlatilishini tadqiq qilish imkoniyati yaratiladi. Masalan, bir metaforaning ma'nosi vaqt o'tishi bilan qanday o'zgarishi, yoki turli ijtimoiy guruhlar orasida qanchalik farq qilishini aniqlash mumkin.

Kontekstual tahlil metaforalar orqali ifodalangan madaniy qadriyatlar va ijtimoiy munosabatlarni ko'rsatadi. Bu esa tilshunoslarga va antropologlarga metaforalar orqali insonlarning o'zaro munosabatlari va hissiyotlarini yanada chuqurroq tushunishga yordam beradi [8;645].

Xulosa

Metaforalar zamonaviy tilshunoslikda muhim o'rin tutadi. Ular nafaqat leksik bo'shliqlarni to'ldirib, balki insonlarning fikrlashi, his-tuyg'ulari va ijtimoiy munosabatlarini to'la ifodalaydi. Metaforalar orqali tasvirlangan tushunchalar va obrazlar odamlarning muloqotida kuchli vosita sifatida xizmat qiladi, bu esa ularning fikrlarini yanada aniqlik bilan ifodalash imkonini beradi.

Metaforalarning to'g'ri qo'llanilishi ularning ta'sirini oshiradi va tilimizning ranginligini yanada kengaytiradi. Ular o'zaro aloqalar va hissiy tajribalarni boyitishda muhim rol o'ynaydi. Metaforalar, shuningdek, ijtimoiy va madaniy kontekstda o'zgarishi va rivojlanishi mumkin, bu esa ularning zamon bilan birga yuksalishini ko'rsatadi.

Tilshunoslikda metaforalarni tadqiq etish, ularning to'g'ri foydalanilishi va rivojlanishini, shuningdek, kerativlikka ta'sirini aniqlash muhim ahamiyatga ega. Bu tadqiqotlar yordamida metaforalarning jamiyatdagi roli, insonlar o'rtasidagi aloqalar va kommunikatsiya jarayonlaridagi o'rni yanada chuqurroq o'rganilishi mumkin.

Kelgusi tadqiqotlar metaforalarning tilimizdagi ma'no va tushunchalarni qanday chuqurroq o'rganishiga, ularning ijtimoiy ahamiyatini tahlil qilishda muhim rol o'ynashiga yordam beradi. Metaforalar orqali insonlarning dunyoqarashi, his-tuyg'ulari va ijtimoiy aloqalari yanada ochiq va aniq ifodalanadi, bu esa umuman olganda, tilning dinamikasini va evolyutsiyasini yaxshilashga xizmat qiladi.

Metaforalar, shuningdek, badiiy ijodda ham katta ahamiyatga ega. Ular orqali adabiyotda, san'atda va boshqa ijodiy sohalarda yangi qiyofalar va hissiyotlarni yaratish imkoniyati paydo bo'ladi. Shu tariqa, metaforalar nafaqat ilmiy tadqiqotlarda, balki kundalik hayotda ham muhim vosita sifatida qoladi.

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O'ZBEK TILIDAGI BA'ZI IBORALARNING FRAZEOLGIK TASNIFI

G. Safarova ¹*Annotatsiya:*

Ushbu maqolada frazeologiya, frazeologik birlik va iboralar tasnifini kengroq yoritib berishga harakat qilgan. Shuningdek so'zning leksik ma'nosi va grammatik ma'nosiga to'xtalib o'tilgan.

Kalit so'zlar: Frazeologik ma'no, leksima, morfema, affikslar, va maqollar.

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Har bir tilning so'z boyligi, lug'at boyligi bo'lgani kabi o'zbek tilining ham o'z lug'at boyligi mavjud. Quyida bir nechta frazeologik namunalar keltirilgan va ularning frazeologik ma'nolari bilan tanishamiz. Dastlab, frazeologiya atamasiga va frazeologik ma'no nima ekanligiga to'xtaladigan bo'sak, "frazeologiya" yunoncha ikki so'zdan olingan: fraza- "ifoda, nutq figurasi" va logos- "ta'lim" degan ma'no anglatadi.[6;b.4] Frazeologiya tilning frazeologik tizimini hozirgi holati va rivojlanish tarixini shuningdek tilda barqaror qotib qolgan iboralar mohiyatini o'rganadigan tilshunoslikning muhim bo'limidir. Tilshunoslikda so'zning frazeologik birligi, deganda nima anglashiladi, degan savolga shuni aytish mumkinki, tilda ham shakl ham ma'no mavjud bo'lib, tilning ifoda maqsadini tasniflaydi.[1;b.4] Tilda shakl deb odatda tilning materiyasi-tovush nazarda tutiladi. Buni tilning ifoda plani deb ataladi. Tovush yozuvda harf bilan ko'rsatiladi. Shu asosda talaffuz shakli va yozuv shakli farq qilinadi. Yolg'iz shaklning o'zi hali til birligi degani emas. Shuningdek, til birligi bo'lishi uchun ma'lum shaklga ma'lum bir ma'no birlashtirilgan bo'lishi lozim. Bunda ma'no til birligining mazmun plani deb yuritiladi. Bunday ma'noni biror shakl nutqning o'zida (nutq bosqichida) kashf etmaydi, balki biror ma'no til shaklida (til bosqichida) birlashtirilgan bo'ladi. Nutq esa shuni qalqitib beradi. Nutqimizdagi ayrim so'zlarning ma'nosi obrazli tasavvurlar oqibatida ikkinchi planga o'tib, birikmadan yaxlitligicha yangi bir ma'no anglashiladi. Shunday ma'noga frazeologik ma'no deyiladi. [1;b.5]

Bundan tashqari ma'lum shaklga ma'lum bir ma'noning birlashtirilishi affikslarga xos. Masalan, boradi so'zi tarkibidagi -di affiksiga "III shaxs" ma'nosi -a affiksiga "hozirgi kelasi zamon" ma'nosi birlashtirilgan. Bunday affikslarning ma'nosiga grammatik ma'no deyiladi. Shu so'z tarkibidagi bor- qismidan esa umuman boshqa tub ma'no anglashiladi. Bu qism "makondagi yaqin nuqtadan uzoqdagi nuqtaga harakatlanish yo'nalish" ma'nosini anglatadi. Biror predmetning harakat holatini yoki shunga mansub belgi xususiyatini nomlovchi ma'noga "leksik ma'no" deyiladi. Leksik ma'noni anglatuvchi birlikka "leksima" deyiladi. Grammatik ma'noni ifodalovchi birlikka "morfema" deyiladi. So'z ayni vaqtda ham leksik ham grammatik ma'noga ega bo'ladi. Demak so'z ma'nosi odatda leksema va morfemadan tuziladi.

Xususan, ibora yirik til birligi bo'lib, kamidam ikkita mustaqil so'z (leksemadan) turkumidan tarkib topadi. Shunga ko'ra iboraning ifoda plani deb so'zlar (leksemalar), shular tarkibidagi til birliklari ko'zda tutiladi. Iboraning ma'nosi tarkibidagi leksemalarga xos ma'nolarning oddiy yig'indisi bo'lmasligi, shular ustiga qurilgan yangi bir ma'no bo'lishi sababli, iboralarda go'yo ifoda plani bilan mazmun plani orasida qandaydir uzulish sodir

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bo'ladi. Xususiyl (qismlarga xos) ma'nolar umumiy (iboradan anglashiladigan) ma'noni to'g'ridan to'g'ri izohlab turmaydi, shu sababli iboralarda ifoda plani bilan mazmun plani orasidagi bog'lanish shartlilik kashf etadi. Yuqorida aytib o'tilganidek, bittadan ortiq so'z yaxlitligicha ma'lum bir obraz asosida ko'chirish yo'li bilan semantik taraqqiyotni boshdan kechiradi va ma'lum bir obraz asosida yuzaga kelgan ko'chma ma'noga frazeologik ma'no deyiladi. Masalan, til tekkizmoq iborasi "sha'niga nomunosib, nohaq gap aytmoq" ma'nosini anglatadi. Bu ma'no to'g'ridan-to'g'ri ibora tarkibidagi leksemalarning ma'nosidan kelib chiqmaydi. Masalan, ovqatning mazasini bilish uchun tilumni tegizsam tuzi yo'q ekan. Bu gapda erkin birikma ishlatilgan. Iboraga misol keltirsak, "Kechagi majlisda menga ham til tekkizibdi "gapi tarkibida yuqoridagi erkin birikma emas, balki ibora qatnashmoqda. Chunki bu gapda til va tekkizmoq so'zlaridan emas, balki til tekkizmoq iborasidan foydalanilgan. Shuningdek, frazeologik birlik ifoda plani bilan mazmun planining o'ziga xos qarama-qarshiligi va birligi asosida yuzaga kelganini ko'rishimiz mumkin. Shuningdek frazeologik birliklar alohida yondoshishni va o'rganishni talab qiladi.

Xalqning til boyligi – uning bo'yoqdor, serjilo, leksikasining, frazeologik qatlaminin boyligi bilan ham o'lchanadi.[3;b.4] Bunga misol tariqasida o'zbek xalqining maqol matallaridan namunalar ko'rishimiz mumkin. Masalan,"yetti o'lchab bir kes" maqolini olaylik, bu yerda haqiqatda yeti o'lchab bir kesish emas, biror so'z aytishdan oldin yoki qaror qabul qilishdan oldin qayta-qayta o'ylab xulosa qilish kerakligi nazarda tutilgan. Shu kabi ko'plab maqol matallardagi fe'l so'z turkumidagi buyruq shaklida qo'llanib, tinglovchiga nisbatan buyurish, iltims qilish, pand-nasihati qilish, tilak istak bildirish ma'nolarini anglatadi. Masalan,"yerdan topsang ham sanab ol", "xayr qilsang butun qil", "yomg'ir kuni ot tanlama, hayit kuni qiz tanlama" va hokaza. Bunday xalq og'zaki ijodining go'zal namunalaridan yuzlab keltirishimiz mumkin va bu noyob durdonalar tilimizning frazeologik qatlaminida muhim ahamyat kasb etadi. Modomiki, iboralarning asosiy qismini fe'l frazeologik birlik tashkil qilar ekan, fe'l iboralarning ichki sintaktik qurilishi ya'ni birkmaga teng bo'ladi va fe'l quyidagicha tuslanadi; bosh egdim, bosh egding kabi. Agar iboraning ichki sintaktik qurilishi gapga teng bo'lsa, bunday fe'l iborada tuslana olmaydi, doim III shaxs formasida turadi. Ibori tarkibida qatnashayotgan ega shuni talab qiladi. Masalan, ko'z tegdi iborasini tuslab bo'lmaydi.

Fe'l frazeologik birliklarning leksik tarkibida fe'l so'z komponentidan tashqari boshqa so'z turkumi ham qatnashadi. Bunda so'z-komponenti ot bilan ifodalanib, uning tarkibida egalik affiksi qatnashadi: ko'ngliga kelmoq, ko'ngli yorishdi kabi. Ot komponent tarkibida qatnashadigan egalik affiksini o'zgartirib ishlatish sifat bilan birga kelgan, va ravish bilan birga kelgan iboralari ham mavjud: masalan, ko'nglim bo'sh, ko'ngling bo'sh, oyog'ingni qo'linga olib, oyog'ini qo'liga olib va shu kabilar.[1;b.13]

Xulosa qilib shuni takidlash mumkinki, nutqimizdagi iboralarning frazeologik ma'nosi muhim ahamyat kasb etadi. Bundan tashqari ibora yirik til birligi bo'lib, kamida ikkita so'zdan ya'ni leksimadan tarkib topishini ko'rishimiz mumkin. Leksima va morfema tilning frazeologik birligini tashkil qiladi. So'zlarning o'z ma'nosidan ko'chma ma'noda qo'llanilishi ayniqsa xalq og'zaki ijodida xususan maqollarda o'z ifodasini topgan.

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SABR VA CHIDAM TUSHUNCHALARINING LINGVISTIK IFODALANISHI

S. Raxmanova¹*Annotatsiya:*

Ushbu maqolamizda o'zbek tilshunosligidagi sabr va chidam tushunchalarining ma'noviy xususiyatlari, ularning kelib chiqishi, ifodalanishi kishilarning kundalik turmushida turli xil hayotiy vaziyatlarda qo'llanilishini o'rganamiz. Bundan tashqari bu tushunchalar insondagi ruhiy kuchni va ijobiy fikrlashni rivojlantirishda qanday ahamiyatga ega ekanligiga ham to'xtalib o'tamiz.

Kalit so'zlar: sabr, chidam, ma'noviy xususiyatlar, ruhiy va ijobiy fikrlash.

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O'zbek tili o'z tarixi davomida turli xil tillar va madaniyatlar bilan chambarchas bog'liq bo'lgan. O'zbek tili rivojlanish bosqichida xalqimiz xam turli xil siyosiy o'zgarishlar ta'sirida bo'lgan va bu davrda ular sabr va chidam bilan barcha qiyinchiliklarni yengib o'tishgan. O'zbek tilshunosligida sabr va chidam konsepsiyalari, asosan, inson ruhiyati va uning hissiyotlari bilan bog'liq bo'lib, bu tushunchalar madaniyat va falsafaning muhim qismidir. Sabr va chidam, ya'ni sabr qilish va chidamli bo'lish, hayotda qarshi turgan qiyinchiliklarga bardosh berish qobiliyatidir. Bu insonning o'zini tutish, muammolarga sabr bilan yondashish va qiyin vaziyatlarda ruhiy kuchni saqlab qolishiga yordam beradi. Bunday fazilatlar insonni yanada kuchli va ma'naviy ravishda boyitadi. Sabr bilan har qanday qiyinchilikni yengish mumkin.

Sabr va chidam konsepsiyasi, uning ma'no mazmuni xaqida gaplashar ekanmiz avvalo konsept so'zi nima ekanligini bilish zarur.

Konsepsiya (lotincha *conceptio* – majmua, tizim) – 1) biror sohaga oid qarashlar, tamoyillar tizimi, fakt va hodisalarni tushunish, anglash va izohlashning muayyan usuli, asosiy nuqtai nazar; 2) adabiyotda – biror asarning asosiy g'oyasi hisoblanadi. O'zbek tilshunosligida sabr konsepsiyasini lingvistik ifodalashda biz uning bir nechta yo'nalishlarini ko'rib chiqamiz. "Sabr" konsepsiyasi lingvistik ifodalanishda ko'plab madaniyat va tillarda o'ziga xos ravishda namoyon bo'ladi. Sabr, odatda, sabr-toqat, sabr qilish, sabr va bardosh kabi tushunchalar orqali ifodalanadi. Lingvistik jihatdan "sabr" so'zi o'ziga xos semantik va pragmatik qatlamlarga ega. U ko'pincha:

O'z-o'zini boshqarish: Sabrni ko'rsatadigan iboralar o'z-o'zini nazorat qilish, qiyinchiliklarga bardosh bera olish qobiliyatini ifodalaydi. Bu ruhiy va emotsional holatni nazorat qilish, qiyinchiliklarga bardosh bera olish va sabr-toqat bilan yondashish qobiliyatidir. Bu jarayonda bir nechta muhim jihatlar mavjud:

Sabr qilish, g'azab, xafagarchilik yoki xavotir kabi salbiy hissiyotlarni boshqarishni talab etadi. Odamlar hissiyotlarini tushunib, ularga qattiq tutib qolmaslik uchun sabr bilan yondashishadi. Bu orqali esa ular o'z hissiyotlarini nazorat qila olishadi. Bundan tashqari sabrliklik, muammolarni yaxshiroq tushunish, vaziyatni tahlil qilish va ular ustida fikrlash imkonini beradi. Bu qiyinchiliklar bilan yuzma-yuz kelganda, oqilona qarorlar qabul qilishga yordam beradi. Sabr qilganda, odamlar o'z maqsadlariga yetishish uchun harakat qilishda

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davom etadilar. Bu qiyin vaziyatlarda ham kelajak uchun ijobiy natijalar olishga yordam beradi. Sabr qilish ruhiy barqarorlikni saqlashga yordam beradi. Bu odamlarni kuchli va mustaqil his qiladi. Sabr qilib o'z-o'zini boshqarish ijtimoiy aloqalarni mustahkamlashga yordam beradi. Hayot qiyinchiliklar va muammolardan iborat. Ba'zida har birimiz ma'no yo'qolganini, qo'llarimizni tushirganimizni va nima qilishni bilmayotganimizni his qilamiz. Odamlar bir-birlariga sabr bilan yondashganda, o'zaro hurmat va tushunish oshadi. Bu jarayon hayotdagi qiyinchiliklarga bardosh berish va muvaffaqiyatga erishish uchun zaruriy ko'nikmalardan biridir. Sabr qilish orqali odamlar nafaqat o'zlarini, balki atrofidagi insonlarni ham qo'llab-quvvatlaydilar.

Ijtimoiy kontekst: Sabr, odatda, ijtimoiy vaziyatlarda, masalan, oilaviy munosabatlarda yoki do'stlikda, ahamiyatga ega. Bunday kontekstlarda sabr iboralari ko'pincha hurmat, qadr-qimmat va sadoqat bilan bog'liq. Sabr tushunchasi ijtimoiy kontekstda muhim ahamiyatga ega bo'lib, bir qancha jihatlarni o'z ichiga oladi: Sabr, oila, do'stlik va boshqa ijtimoiy aloqalarda barqarorlik va ishonchni ta'minlaydi. Masalan, qiyin vaziyatlarda sabr bilan yondashish, munosabatlarning mustahkamligini oshiradi. Sabr ko'pincha bir-biriga yordam berish va bir-birining his-tuyg'ularini tushunish jarayonida ko'rinadi. Bunday yondashuv, masalan, do'stlar o'rtasida muloqotda qiyinchiliklarga sabr bilan yondashish orqali aloqalarni kuchaytiradi. Ish joylarida sabr, jamoa a'zolari o'rtasidagi hamkorlikni yaxshilaydi. Sabrlilik, o'zaro tushunishni oshiradi va muammolarni hal qilishda yordam beradi. Turli madaniyatlarda sabrning ahamiyati farq qiladi.

Masalan, ba'zi madaniyatlarda sabr diniy va axloqiy qadriyatlar bilan bog'liq, bu esa jamiyatda sabrga bo'lgan e'tiborni oshiradi. Ijtimoiy adolat, tenglik va o'zgarishlarni kutish jarayonida ham sabr qilish zarur. Jamiyatda o'zgarishlar ro'y berayotganda, sabr qilish bu o'zgarishlarga ijobiy munosabatda bo'lishni ta'minlaydi. Sabr ijtimoiy kontekstda, nafaqat shaxsiy rivojlanish, balki jamiyatdagi aloqalar va ijtimoiy barqarorlik uchun ham muhimdir. Bu odamlarning bir-biriga bo'lgan munosabatlarini kuchaytiradi va ijtimoiy barqarorlikni ta'minlaydi.

Madaniy belgilar: Har bir madaniyatda sabr tushunchasi o'ziga xos ravishda qabul qilinadi va bu, tildagi atamalar va iboralarda aks etadi. Masalan, arab tilida "sabr" so'zi keng tarqalgan bo'lib, u Qur'onda ham tez-tez uchraydi, bu esa uning diniy va madaniy ahamiyatini ko'rsatadi. Boshqalar bilan muomala qilishda tinchlikni saqlash va sabr-toqat ko'rsatish ham bizning madaniyatimizning bir qismidir. Bundan tashqari his-tuyg'ularni nazorat qilish va muammolarni yechish jarayonida ham sabrli bo'lish xar birimizga hayotda o'z o'rnimizni topishga yordam beradi. Boshqalarning his-tuyg'ularini tushunish va ularga nisbatan sabrli munosabatda bo'lish ham hayotdagi qiyinchiliklarni sabr bilan yengish va muammolarni hal qilishda ijobiy munosabatda bo'lishga yordam beradi. Sabr ko'pincha hissiyotlar bilan bog'liq, masalan, g'azab, xavotir yoki xafagarchilik holatida sabr qilish zarurligini ta'kidlaydi.

Bu jihatlarda sabr konsepsiyasining lingvistik ifodalanishida muhim ro'l o'ynaydi va tilning boyligini ko'rsatadi.

Chidam konsepsiyasining lingvistik ifodalanishi turli tillarda va madaniyatlarda o'ziga xos belgilar va tushunchalar orqali ifodalanadi. Bu ifodalanishlar quyidagi jihatlarni o'z ichiga oladi:

So'zlar: Chidam bilan bog'liq so'zlar, masalan, "sabr", "chidam", "katta sabr", "qiyinchiliklarga qarshi turish", "mushkulotga chidash".

Iboralar: O'zaro aloqalarni ifodalovchi iboralar, masalan, "sabrlik bilan kutish", "qat'iyatli bo'lish", "qiyinchiliklardan o'tish". Qiyinchiliklarga duch kelganda sabrli bo'lish va vaziyatni o'z nazoratingizda tutish hamda qiyinchiliklarni yengish uchun to'g'ri qarorlar qabul qilish va harakatga o'tish zarurati ham chidamning ifodalashga kiradi. O'z maqsadlaringizga erishish uchun ichki motivatsiyani kuchaytirish, zarur bo'lganda do'stlar, oila yoki mutaxassislardan yordam so'rash ham bizga yutuqlarga erishishda yordam beradi. Har bir qiyinchilik yangi tajribalar keltirishi mumkin, bu esa shaxsiy o'sishga olib keladi. Bu

jarayon insonning shaxsiy rivojlanishi va hayotdagi o'zgarishlarga moslashishida muhim ro'l o'ynaydi.

Metaforalar: Chidamni tasvirlashda foydalaniladigan metaforalar, masalan, "to'g'onlarni yengish" yoki "temir kabi mustahkam bo'lish".

Adabiyot: Chidam va sabr mavzulari adabiyotda, she'riyatda va hikoyalarda keng o'rganiladi. Ko'plab mashhur asarlarda qahramonlarning chidamliligi va sabr-toqati markaziy o'rin tutadi.

Madaniyat va an'analar: Chidamning madaniy konteksti, masalan, an'anaviy hikoyalar, maqollar va afsonalarda ifodalanishi.

Chidam konsepsiyasi, shuningdek, muayyan kontekstda qanday qilib til orqali shakllantirilishi va qabul qilinishi muhimdir, chunki u o'zaro aloqalardagi munosabatlarni va inson ruhiyatini ifodalaydi.

Sabr va chidam tushunchalari bir-biri bilan yaqin bog'liq bo'lib, har ikkalasi ham insonning qiyinchiliklarga, stressga yoki muammolarga qarshi turish qobiliyatini ifodalaydi. Ba'zan biz sabr va chidam tushunchalarini bir biridan farqlashimiz kerak.

Sabr - bu qiyinchiliklarga, sinovlarga va kutishlarga toqat qilish qobiliyati. Sabr, odatda, ichki kuchni va ruhiy barqarorlikni anglatadi. Sabrli odamlar muammolarga qarshi kurashishda vaqti kelganda o'zlarini ushlab turishadi, kelajakda yaxshilikni kutadilar.

Chidam - bu insonning jismoniy yoki ruhiy og'riqqa, noqulayliklarga bardosh bera olish qobiliyati. Chidam ko'proq tashqi omillarga, masalan, stressga yoki jismoniy azob-uqubatlarga bog'liq. Chidamli odamlar o'zlarini jismoniy jihatdan yoki ruhiy jihatdan siqilsa ham, o'zlarini qat'iyat bilan tutishga harakat qilishadi. Bundan tashqari ularning konsepsion farqi sabr ko'proq ruhiy kuch va toqat bilan bog'liq, chidam esa jismoniy yoki ruhiy noqulayliklarga bardosh berish qobiliyatidir. Sabr - ichki kuchni talab etadi, chidam esa ko'proq tashqi omillarga qarshi kurashish bilan bog'liq.

Sabrli insonlar, ko'pincha, chidamli ham bo'lishadi, chunki sabr kuchi ularga qiyinchiliklar bilan kurashishda yordam beradi. Sabr va chidam, har ikkisi ham hayotda muhim rol o'ynaydi. Sabr, muammolarni yengishga yordam bersa, chidam esa jismoniy va ruhiy og'riqlarga bardosh berishda foydali. Ikkala xislatni rivojlantirish, insonning hayot sifatini yaxshilaydi va har qanday vaziyatda muvaffaqiyatga erishishga yordam beradi. Sabr - bu hayotda yengilmas kuchdir.

U bizni qiyinchiliklarga tayyorlaydi, rivojlanishga yordam beradi va ruhiy barqarorlikni ta'minlaydi. Har bir inson sabrni o'z hayotida qadrlashi, uni rivojlantirishga harakat qilishi kerak.

Foydalanilgan adabiyotlar ro'yxati:

[1]. Akbarova Zuxro Akmaljanovna, Mamasoliyeva Nozima. (2023) "O'zbeklar olam lisoniy manzarasida "sabr" konsepti".

[2]. Viktor Emil Frankl. (2021) "Hayotga ha de".

[3]. Chingiz Aytmatov. (1984) "Sohil yoqalab chopayotgan olapar" G'afur G'ulom nomidagi Adabiyot va san'at nashriyoti.

INGLIZ VA O'ZBEK TILLARIDAGI FRAZEOLOGIK MOSLIKLARNI TANLASH TAMOYILLARI

T. Mukaramxodjayeva¹

Annotatsiya:

Maqolada ingliz va o'zbek frazeologik birliklari orasidagi ekvivalentlik hodisasi o'rganilib, misollar yordamida tasvirlangan.

Kalit so'zlar: frazeologik birliklar, idioma, ekvivalentlik, semantik mutanosiblik, denotative ma'no.

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Frazeologik birliklar tilda tayyor holda saqlanadigan, ko'chma ma'noga asoslangan, o'ziga xos uslubiy bo'yoqdorlikka ega til birliklari bo'lib, ularni bir tildan boshqa bir tilga tarjima qilish o'ziga xos shartlar asosida amalga oshiriladi. Zamonaviy lingvistik adabiyotlarda ushbu mutanosiblik "ekvivalentlik" atamasi bilan ifodalanib, ushbu keng tarqalgan tushuncha turlicha talqinlanadi. Ya'ni turli lingvistik terminlar, xususan: "ekvivalent", "muvofiglik", "o'ziga xoslik", shuningdek, "sinonim", "adekvat", "analog", "tenglik" kabi atamalar ushbu ma'noni ifodalash uchun xizmat qiladi. O.S.Axmanova o'zining "Lingvistik atamalar" lug'atida ekvivalentlik tushunchasiga quyidagicha ta'rif bergan: "ekvivalent – bu ma'lum bir nutq birligining boshqa nutq birligi bilan bir xil funksiyani bajarishidir". Ekvivalentlikning bunday keng talqin qilinishi frazeologik birliklarni tillararo qiyoslashda ushbu birlikning mazmunidan kelib chiqqan mutanosiblik (semantic) yoxud morfosintaktik-leksik mutanosiblik asosida aniqlangan bo'ladi. Ammo frazeologik birliklarni bir tildan boshqa bir tilga tarjima qilish, ushbu birliklarning atash (denotativ) ma'nosiga asoslanadi hamda bu "frazeologizmlarni amaliy maqsad bilan tillararo qarama-qarshi (kontrastiv) qo'yishning ajralmas sharti" hisoblanadi. Masalan To talk through the back of (one's) neck- iborasi o'zbek tildagi "aravani quruq olib chopmoq", Better late than never- hechdan ko'ra kech, on cloud nine- yettinchi osmonda iboralari o'zaro ekvivalent bo'lyapti desak, maqollar tarjimasida ham ikki til orasidagi semantik mutanosiblikka alohida e'tibor qaratish joizdir: Idleness is the root of all evil- Bekochidan xudo bezor, Don't bite off more than you can chew- Nonni katta tishlasang ham gapni katta gapirma, Live and learn- Beshikdan qabrgacha ilm izla va boshqalar.

Ekvivalentlikni "ma'lum bir jihatdan obyektlar tengligi" sifatida belgilash atamalarini ishlatishdagi noaniqliklardan qochishga yordam beradi hamda ekvivalentlikning quyidagi bir nechta turlarini aniqlash imkonini beradi: tarjima ekvivalentligi, funksional ekvivalentlik, pragmatik ekvivalentlik, kognitiv ekvivalentlik va boshqalar. Ammo til elementlari denotativ ma'no bilan birga uslubiy bo'yoqdorlikka ham ega. Ular o'ziga xos „ekspressiv atmosfera“ bilan o'ralgan bo'ladi. Frazeologik mutanosiblik aniqlanayotganda mutloq ekvivalentlik, qisman ekvivalentlik va o'rnini bosuvchi ekvivalentlik turlari tillararo mutanosiblik hamda farqlarni tavsiflash uchun o'rinli ekanligi isbotlangan. A.Yaxshiyevga ko'ra, to'liq muqobillik ekvivalentlikning ideal holati sifatida ko'rib chiqilishi mumkin. To'liq ekvivalentda frazeologizmlar barcha muhim ekvivalentlik parametrlarida bir-biriga mos kelishi kerak,

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ya'ni bir xil denotativ va konnotativ, emotsional-ekspressiv va stilistik umumiy ma'no, shuningdek komponentlar zanjiridagi to'liq bog'lanish va muvofiqlik qarama-qarshi birliklar o'rtasida bo'lishi kerak. Barcha taqqoslash parametrlarida ikkita frazeologik birlikning mos kelishi ingliz va o'zbek tillarida juda keng tarqalgan holat emas. Bushuy ham bu turdagi ekvivalentlik frazeologizmlarning aksariyati to'liq ekvivalent holatlariga nisbatan "o'xshash madaniy zaminga asoslangan" frazeologik internatsionalizmlar ekanligini ta'kidlaydi. U frazeologizmlar ko'pincha hayvon nomlari, inson tana a'zolari, narsa-predmet nomlari va o'simlik nomlari qo'llanilgan, qadimgi adabiyot va xalq og'zaki ijodidan kelib chiqqanligini yoki ba'zi frazeologik ekvivalentlar o'zlashma bo'lishi mumkinligini aytib o'tgan.

Masalan: Chickens are counted in autumn-Jo'jani kuzda sanaymiz, As hungry as a wolf -Bo'riday och, on tip of my tongue- tilimni uchida turibdi kabi iboralar tarjimasi har ikki tildagi bir xil so'zlarni o'zaro semantic bog'lash hamda ko'chma ma'noda ishlatilishi natijasida yuzaga kelgan bo'lsa, It takes two tango-Qarsak ikki qo'ldan chiqadi(ya'ni ma'lum bir ish uchun har ikki tomon ham javobgar mazmunida), When it rains, it pours-o'lganni ustiga tepgandek bo'ldi kabi misollarda to'liq ekvivalentlik kuzatilgan deb aytolmaymiz.

Yuqoridagi misollar tahlili shuni ko'rsatadiki frazeologik birliklar orasidagi mutanosiblikni 3 turga bo'lishimiz mumkin:

1. Mutloq ekvivalentlik
2. Qisman ekvivalentlik
3. Nolga teng ekvivalentlik

To'liq ekvivalentlik deb ikkala tildagi idiomalarning bir xil ma'no va mazmunda foydalanishiga aytilib, bu kamdan-kam uchraydigan holat hisoblanadi. Masalan:First think then speak-Avval o'yla keyi so'yla; Milk cow-Sog'in sigir;

Qisman ekvivalentlik esa har ikkala tildagi o'xshash ma'noga ega, lekin o'ziga xos so'zlar yoki tuzilmalari farq qiladigan birliklar hisoblanadi. Masalan:A black hen lays a white egg-qora sigir oq sut berar; be over the moon- boshi osmonga yetdi.

Nolga teng bo'lgan ekvivalentlik boshqa tilda ma'noni izohlash yoki tushuntirishni talab qiladigan to'g'ridan-to'g'ri ma'nosini izohlab beradiga frazemaning mavjud emasligini ko'rsatib beradi.Masalan: to kick the bucket-Vafot etmoq, burn bridges- munosabatlarni yakunlamoq va boshqalar.

Xulosa o'rnida shuni aytish joizki,ikki yoki undan ortiq tillarning tillararo frazeologik birligini o'rganishda, eng avvalo, tillararo frazeologik ekvivalentlar orasidan o'zaro bog'liqlik darajasi yuqori bo'lgan birliklarni, ya'ni tillararo frazeologik mosliklarni aniqlash zarur. Tillararo frazeologik mosliklarni tanlash manbalarining asosiy turlari bu ixtisoslashtirilgan lug'atlar va ma'lumotnomalar, badiiy hamda publisistik asarlar hamda jonli suhbat nutqi hisoblanadi.

Foydalanilgan adabiyotlar ro'yxati:

[1]. Сафаров Ш. О дискурсивно-прагматической природе директивных речевых актов // Текст: структура и анализ. – М., 1989. – С. 142-146.

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[7]. Mukaramxodjayeva T.Y "Interactive methods of teaching language" *Международный научный журнал № 8(100), часть 3 «Научный импульс» Март, 2023* 8.

FRAZEOLOGIK BIRLIKLARNING SHAKLLANISHI VA RIVOJLANISHIDAGI ASOSIY OMILLAR: NAZARIY TAHLIL VA AMALIY TADQIQOTLAR

D. Ergasheva¹

Annotatsiya:

Ushbu maqolada frazeologik birliklarning etimologiyasi, ularning umumiy tahlili, xususan, misol tariqasida ingliz tilidagi ayrim “good” va “bad” komponentli iboralarning tahlilini ko’rib chiqamiz.

Kalit so’zlar: frazeologik birliklar, frazeologik birliklarning tarkibiy qismi, etimologiyasi, tarix va madaniyat bilan bog’liqligi.

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So’nggi yillar ichida frazeologiya tilshunoslikning izchil tadqiq qilinayotgan muhim sohalaridan biriga aylandi. Zero, iboralar tilning rangdor, jozibali hamda obrazli bo’lishiga beqiyos hissa qo’shadi. Xo’sh, o’zi ibora yoki frazeologik birlik nima? The Oxford English Dictionary lo’g’atiga ko’ra, ibora – bir necha so’zlarning o’zaro birikib, birgalikda yaxlit ma’no ifoda qilishidir. Ya’ni so’zlar alohida tarzda tarjima qilinmaydi yoki tushunilmaydi. Masalan, ingliz tilidagi mashhur “it’s raining cats and dogs” iborasi mushuk va kuchukli yomg’ir yog’moqda tarjimasini beradi, lekin bu ibora aslo osmondan mushuklar va kucuklar tushayotganini anglatmaydi. Ushbu so’zlar yig’indisi yaxlit ibora hisoblanadi hamda kuchli yomg’irni ifodalash uchun ishlatiladi[3].

Frazeologik birliklarning tarkibiy qismi madaniy me’yorlar, tarix silsilalari, geografik joylashuvdan kelib chiqadi hamda rivojlanadi. Masalan, o’zbek xalqi qattiq, chuqur uyquga ketishni “toshdek qotib uxlash” iborasi yordamida ifodalasa, ingliz xalqi “sleep like a log” – to’nkadek uxlash iborasidan foydalanadi. Bu o’rinda aynan “log” – “to’nka” so’zidan foydalanilishi mamlakatning geografik joylashuvi, uning daraxtlarga boy tabiatidan kelib chiqib, ingliz kishisining “qattiq, qimirlamasdan” uxlashni obrazli ifodalashda e’tibori aynan daraxtlar hamda qimirlatish qiyin bo’lgan to’nkalariga qaratilganligini ifodalaydi. Fransuzlar esa “sleep like a marmot” – “sug’urdek uxlash”, Bete tilida esa, “pitondek uxlash” iboralaridan foydalanishadi. Ba’zi tarixiy voqealar asosida paydo bo’lgan iboralar ham mavjud bo’lib, “it’s all downhill from here” iborasi Amerikalik mustamlakachilar og’ir talofatlarga uchragach, chekinishga majbur bo’lgan Bunker Hilldagi jangdan keyin paydo bo’lgan [2].

Iboralarning tilshunoslikning alohida yo’nalishi sifatida paydo bo’lib, uning shakllanishiga to’xtaladigan bo’lsak, Charlz Ballining so’z birikmalari haqidagi tushunchasi 1930—1940-yillarda rus leksikologiyasi va leksikografiyasiga kirib kelgan va keyinchalik sobiq Sovet Ittifoqi va boshqa Sharqiy Yevropa mamlakatlariga tarqay boshlagan, deyishimiz mumkin. 1960-yillarning oxiridan boshlab u nemis tilshunosligida o’zini namoyon qildi, keyinchalik esa sekin-astalik bilan ingliz tilshunosligiga ham kirib kela boshladi. Ingliz tilidagi frazeologiyalarning eng qadimgi moslashuvlari Vaynrayx (1969) tomonidan transformatsion grammatika yondashuvi doirasida Arnold (1973), va Lipka (1992 [1974]) tomonidan amalga oshirilgan. Buyuk Britaniyada va boshqa G’arbiy Evropa mamlakatlarida so’nggi yigirma yil ichida frazeologiya barqaror rivojlandi. Yevropa frazeologiya jamiyati (EUROPHRAS) va Yevropa leksikografiya assotsiatsiyasining (EURALEX) muntazam

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ravishda o'tkazilayotgan anjumanlari va nashrlari Yevropada frazeologiyaga bo'lgan qiziqishning yuqori ekanligidan dalolat beradi. Har ikkala tashkilot, EUROPHRAS va EURALEX, frazeologiya va leksikografiya sohalarida ilmiy tadqiqotlarni rivojlantirishga va kengaytirishga katta hissa qo'shadi. Ular tadqiqotchilar o'rtasida hamkorlikni, fikr almashishni va bilimlarni tarqatishni kuchaytiradi, bu esa tilshunoslik va frazeologiya sohasida yangi nazariyalar va amaliyotlarning paydo bo'lishiga imkon yaratadi.

Frazeologik birliklar ayni bir xalqning tarixi va madaniyatini o'zida aks ettirib, uning hayot tarzidan kelib chiqqan holda yaxlit tarzda ma'no anglatadi. Masalan, munosabati, ijtimoiy-madaniy muhitni o'zida aks ettiradi.

To'g'ridan-to'g'ri (so'zma-so'z) ma'no: To'nning chappa tomonini kiyish

Ko'chma ma'no: Jahli chiqish, urushish, janjallashishga tayyorlanish, gaplashishni, muzokara qilishni xohlamaslik.

Iboraning tarixi: To'n tarixda o'zbek xalqining asosiy liboslaridan biri bo'lgan va o'z o'rnida aholining nochor qatlami uchun yangi to'n sotib olish oson ish bo'lmagan va shu sababli biron kelishmovchilik tufayli yoqalashuv yoki mushtlashuv sodir bo'ladigan bo'lsa, kishilar to'nini teskari kiygan va shu yo'l bilan to'nining o'ng tomonini yirtilishi, zarar yetishini oldini olishga harakat qilishgan, mobodo zarar yetadigan bo'lsa to'nning ichki, astar tomoniga zarar yetgan va keyinchalik kundalik hayotda o'ng tomonini chiroyli qilib kiyib yuraverishgan.

Sinonimlar: to'nini chappa kiydi, avzoi buzuldi

Biz har bir tildagi frazeologik birliklarni o'rganar ekanmiz, ularni komponentlariga ko'ra klassifikatsiya qilishimiz mumkin. Modomiki, insoniyat, jamiyatlar, butun yer sharidagi hayot tarzi avval boshdanoq yaxshilik va yomonlik qarama-qarshiligida kechar ekan, mazkur "yaxshi" va "yomon" leksemali frazeologik birliklarning har qanday, xususan ingliz tilida katta bir bo'g'inni tashkil qilishi tabiiy hol. Demak, good va bad leksemali iboralarni lo'g'aviy hamda etimologik jihatdan tahlil qilar ekanmiz, har bitta frazeologik birlikning paydo bo'lishi hamda tilda saqlanib qolishida usha millatning madaniyati nihoyatda muhim ahamiyat kasb etishini payqamasdan ilojimiz yo'q. Shu o'rinda ta'kidlab o'tish joizki, o'zbek tilidagi yaxshi, yomon va ingliz tilidagi good, bad so'zlari sifat so'z turkumiga kirganligi sababli, ushbu komponentli frazeologik birliklar qatoriga ularning qiyosiy va orttirma darajadagi shakllari ishtirok etgan iboralar ham mazkur leksemali iboralarga kiritiladi.

Quyida ushbu tasnifga kiruvchi ayrim iboralarni tahlilini ko'rib chiqamiz:

1. Good as gold.

Ma'nosi: ishonchli, tarbiyali; tarbiya ko'rgan (asosan bolalarning o'zini tutishini ta'riflashda ishlatiladi)

Etimologiyasi: noaniq, tillaning qimmat metalligi, qadri tushmasligiga nisbat berilgan bo'lishi mumkin.

Misol: "The children were good as gold while we were at the restaurant."

"Restoranga brogan vaqtimizda bolalar o'zlarini (rosa) yaxshi tutishdi."

2. Good to go:

Ma'nosi: tayyor, tayyogarlik ko'rgan

Etimologiyasi: zamonaiy ibora hisoblanadi, harbiylar ishlatadigan jargondan olingan bo'lish ehtimoli mavjud. Savdo sohasida ham ishlatiladi.

Misol: "I've got my presentation ready, I'm good to go!"

"Mening taqdimotim tayyor, men tayyorman!"

3. Good enough for me

Ma'nosi: qoniqarli, ma'qul, ko'ngil to'ladigan

Etimologiyasi: pragmatik munosabatni aks ettiruvchi birlik

Misol: "The food was good enough for me, even though it wasn't fancy."

"Men uchun taom ma'qul edi, garchi u juda ajoyib bo'lmasa ham."

4. Good time of day

Ma'nosi: xushmuomala salomlashuvni ifodalaydi
 Etimologiyasi: arxaik ibora, kunning har qanday qismida salomlashuv ma'nosida ishlatilishga qulay

Misol: "Good time of day to you, sir."

"Kuningiz xayrli bo'lsin, janob."

5. Good riddance

Ma'nosi: nimadandir qutulib olgamligidan xursandchilikni ifodalaydi

Etimologiyasi: noma'lum, "to get rid of smth bad" iborasidan kelib chiqqanlik ehtimoli yuqori

Misol: "Good riddance to that old car! I'm glad it's gone."

"O'sha eski mashinadan xalos bo'lganimga xursandman! Yaxshi bo'ldi!"

6. Good sport

Ma'nosi: mag'lubiyatni mardlarcha tan olish

Etimologiyasi: sportdagi mardlik kosepsiyasidan olingan bo'lishi mumkin

Misol: "Despite losing the game, she was a good sport and congratulated the winner."

"O'yinni yutqazganiga qaramay, u yaxshi sportchi bo'lib, g'olibni tabrikledi."

7. Good turn

Ma'nosi: mehribonlik qilishni ifodalaydi

Etimologiyasi: noma'lim, kimgadir qiyin vaziyatda yordam qo'lini cho'zish, yordam bilan yuzlanish ma'nosida "turn" fe'li ishlatilgan bolishi mumkin.

Misol: "He did me a good turn by lending me his car."

"U menga mashinasini qarzga berib yaxshilik qildi

Bad leksemali frazeologik birliklar:

1. Bad blood

Ma'nosi: insonlar o'rtasidagi dushmanlik darajasidagi yomon yomon munosabatlarni ifodalaydi

Etimologiyasi: noma'lim, ehtimol, qon zaharlanishiga olib keladigan tom ma'noda jarohatni nazarda tutish mumkin.

Misol: "There's bad blood between those two families."

"Bu ikki oila o'rtasida azaldan kelishmovchilik bor."

2. Bad hair day

Ma'nosi: inson o'zini omadsiz yoki beo'xshov his qilganda aytiladigan ibora

Etimologiyasi: noma'lim, zamonaviy ibora, sochning tartibsiz, chiroyli turmaklanmaganda bo'ladigan hissiyotlar sababli kelish chiqqan bo'lishi ehtimoli mavjud.

Misol: "I'm having a bad hair day. Nothing seems to be going right."

"Bugun kunim juda omadsiz o'tyapti, bironta ishim o'xshamayapti."

3. Bad news

Ma'nosi: yomon xabar, yangilik

Etimologiyasi: yomon, xushxabar bo'lmagan yangilikning yoqimsizligini ifodalayadigan odatiy ibora

Misol: "I have bad news about the job application."

"Ishga joylashish bo'yicha yomon xabar bor."

4. Bad rap

Ma'nosi: yomon jihatdan tanilish

Etimologiyasi: zamonaviy ibora, musiqaning rep janri va uning ba'zida juda shovqinli, musiqaning yomon turi sifatida qabul qilinishi natijasida paydo bo'lgan.

Misol: "The school has a bad rap in the community."

Maktab shu atrofda yomon nom taratgan.

5. Bad taste

Ma'nosi: nojo'ya, noma'qul

Etimologiyasi: noaniq,

Misol: "Her comment was in bad taste and offended many people."

Uning gaplari nojo'ya edi va ko'chlikni xafa qildi.

6. Bad to the bone

Ma'nosi: yomonlik suyak-suyagigacha singib ketgan.

Etimologiyasi: noaniq, shunchaki "yomon" so'zi yomonlikni ifodalaydigan asosiy so'z bo'lganligi uchun ham shu tarzda shakllangan bo'lishi mumkin.

Misol: "He's a bad to the bone criminal."

U juda yomon jinoyatchi

7. Bad habit

Ma'nosi: o'zgartirish qiyin bo'lgan yomon odat

Etimologiyasi: odatiy ibora, noto'g'ri yoki boshqalarga zarar yetkazadigan odatlarni ifodalaydi

Misol: "I need to break my bad habit of biting my nails."

"Men tirnoqlarimni kemirish odatimni tark etishim kerak."

8. A bad egg

Ma'nosi: ishonib bo'lmaydigan, yolg'onchi inson

Etimologiyasi: aynigan tuxumga nisbatan olingan

Misol: "He's a bad egg. You can't trust anything he says."

"U yomon odam. Uning so'zlariga ishonish mumkin emas."

"Good" va "bad" so'zlari birgalikda ishtirok iboralar.

1. The good, the bad and the ugly

Ma'nosi: ham ijobiy, ham salbiy bo'lganbarcha xususiyatlar jamlanmasini ifodalaydi

Etimologiyasi: Shu nomli filmdan olingan.

Misol: "She gave me a report on the project, outlining the good, the bad, and the ugly."

"U menga loyiha haqida hisobot berdi hamda uning barcha yaxshi va yomon tomonlarini ko'rsatdi."

2. Good for you, bad for me

Ma'nosi: bir tomon uchun foydali, ikkinchi tomon uchun esa zararli holatlarni ifodalash uchun ishlatiladi.

Etimologiyasi: qiziqish va manfaatlarning mos tushmasligini ifodalash uchun doimiy so'zlar tanlovi

Misol: "Getting that promotion was good for you, but it was bad for me because now I have to do your old job!"

"O'sha lavozimga ko'tarilishing sen uchun yaxshi bo'ldi, lekin bu men uchun yomon bo'ldi, chunki endi men sening eski ishingni bajarishga majburman!"

Misollarda ko'rib chiqqanimizdek, barcha iboralarining ham kelib chiqishi aniq emas yoki ularning paydo bo'lish tarixi bo'yicha bir necha nazariyalar mavjud.

Xulosa o'rnida shuni aytishimiz mumkinki, iboralar bir tildagi bir necha so'zlarning yaxlit va ko'chma ma'no anglatadigan yig'indisi bo'lib, ularning ma'nosi to'liq so'zlar tomonidan anglatilgan ma'nolardan farq qiladi. Ular o'zgaruvchan, turli kontekstlarda turlicha ma'nolarni ifodalashda yordam beradi. Iboralar tilda tushunish va nutqni boyitishda muhim rol o'ynaydi, chunki ular murakkab g'oyalarni soddalashtirib, to'g'ridan-to'g'ri ifodalashdan ko'ra ularga ko'proq emotsional va rang-baranglik baxsh etish imkoniyatiga ega.

Olib borilayotgan tadqiqotlar iboralar o'quv jarayonida til o'rganish va nutqni rivojlantirishda qanchalik ahamiyatli ekanligini namoyish etmoqda. Jumladan, kognitiv lingvistika iboralar qanday qilib madaniy xususiyatlarni o'z ichiga olishini va ularni qay tarzda o'rganish va qo'llash mumkinligini yoritib kelmoqda. Lingvistlar, shuningdek, iboralar tilning o'ziga xos jihatlari - semantik, sintaktik va pragmatik elementlarini tahlil qilishda ishlatmoqdalar. Bunday tadqiqotlar iboralarining til jarayonlarini, xususan, muomala va muloqot jarayonlarini ham chuqurroq tushunishga ko'makchi bo'ladi.

O'z navbatida, bunday bilimlar til o'rganish metodlarida iboralarni ta'lim berishning samarali yondashuvlariga yo'l ochadi, va shu bilan birga, til haqida umumiy tushunchani kengaytiradi

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ZIYORAT VA SAYOHAT ATAMALARINING ETIMOLOGIYASI VA QIYOSIY TAHLILI

Sh. Alamov¹*Annotatsiya:*

Ushbu maqolada "ziyosat" va "sayohat" soʻzlarining etimologiyasi, ularning mazmunan, maqsadan hamda tarixi bilan qiyosiy tahlili olib boriladi. Ziyosat soʻzi arab tilidagi "زِيَارَة" (ziyora) soʻzidan kelib chiqadi va asosan diniy va maʼnaviy maqsadlardagi tashriflarni anglatadi, xususan Islom tarixida muhim oʻrin tutadi. Sayohat soʻzi esa "سَيَاحَة" (siyaha) soʻzidan kelib chiqib, dunyoviy, madaniy va geografik almashinuvni koʻzlaydi. Maqolada har ikki soʻzning tarixi, ularning ijtimoiy va madaniy kontekstidagi ahamiyati, shuningdek, ularning oʻzgaruvchanligi va jamiyat hayotidagi oʻrni tahlil qilinadi. Ushbu tadqiqot natijalari ziyosat va sayohat tushunchalari orasidagi farqlar va umumiyliklarni aniqlash, shuningdek, har ikki tushunchaning madaniy rivojlanishdagi ahamiyatini chuqurroq idrok etish imkonini beradi.

Kalit soʻzlar: Ziyosat, sayohat, etimologiya, Islom, diniy safarlar, maʼnaviy maqsadlar, dunyoviy maqsadlar, geografik kashfiyotlar, savdo, madaniyat, ijtimoiy hayot, tarixiy aloqalar.

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Ziyosat va sayohat soʻzlari arab tilidan kelib chiqqan boʻlib, har ikkisi ham odamlarning biror maqsad bilan safarga chiqishini ifodalaydi. Shu bilan birga, ular oʻzaro mazmun va maqsad jihatidan sezilarli farqlarga ega. Ziyosat tushunchasi diniy va maʼnaviy safarlar bilan bogʻliq boʻlsa, sayohat dunyoviy va madaniy hududlarni oʻrganishni anglatadi. Ikkala soʻz ham tarixiy va madaniy jihatdan katta ahamiyatga ega boʻlib, turli zamonlarda va turli xalqlar oʻrtasida rivojlangan. Ular tarixiy jarayonlarda oʻz oʻrniga ega boʻlib, jamiyat hayotida turli yoʻnalishlarda xizmat qilgan.

Bu maqolada biz ushbu ikki soʻzning etimologiyasini chuqurroq tahlil qilishga va ularning tarixi va qoʻllanish davrlarini oʻrganishga harakat qilamiz. Har bir soʻzning paydo boʻlishi, maʼnosi va ularning jamiyatda qaysi davrlarda qanchalik keng tarqalganligi, shuningdek, ularning oʻzaro qiyosiy tahlili ham koʻrib chiqiladi.

Ziyosat soʻzining etimologiyasi. Ziyosat soʻzi arab tilidagi "زِيَارَة" (ziyora) soʻzidan kelib chiqqan boʻlib, bu soʻzning asosiy maʼnosi biror joyga yoki shaxsga tashrif buyurish, hurmat va ehtirom bilan borishni anglatadi. Ushbu soʻz asl arab tilida diniy va maʼnaviy maqsadlardagi tashriflarni ifoda etgan, ayniqsa islom dinining VII asrdagi paydo boʻlishi bilan uning maʼnaviy ahamiyati oshgan. Etimologiya jihatidan qaralsa, "ziyosat" soʻzi arab tilining "زار" feʼlidan kelib chiqqan boʻlib, bu feʼl borish, tashrif buyurish maʼnolarini anglatadi.

Tarixan, ziyosat qilish Islomda muhim diniy amaliyotlardan biri hisoblanadi. Haj va umra ibodatlarini islomda asosiy farz amallardan biri boʻlib, ular bilan bogʻliq ziyosat tushunchasi musulmonlar hayotida markaziy oʻrin tutadi. Makka va Madinaga tashrif buyurish Islom tarixidagi eng qadimiy diniy marosimlardan biri hisoblanadi. Bundan tashqari, tarixiy shaxslarning mazorlariga ziyosat qilish ham musulmonlar uchun diniy ahamiyatga ega boʻlgan. Masalan, Imom Buxoriy yoki Imom Termiziyning qabrlariga ziyosat qilish musulmonlar orasida keng tarqalgan.

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Ziyorat so'zi faqat Islom bilan cheklanib qolmagan. Uning ma'nosi keng va turli madaniyatlarda turli shakllarda namoyon bo'lgan. Misol uchun, turli xalqlar o'rtasida tarixiy joylarga yoki qadimiy yodgorliklarga tashrif buyurish ham ziyorat deb atalgan. Shuningdek, ulug' shaxslarning maqbaralari yoki tarixiy ahamiyatga ega bo'lgan maskanlarga tashrif buyurish ham ziyorat bilan bog'liq. Xulosa qilib aytganda, ziyorat tushunchasi turli madaniyatlarda o'ziga xos diniy, ma'naviy va madaniy ahamiyatga ega bo'lib kelgan.

Sayohat so'zining etimologiyasi. Sayohat so'zi ham arabcha "سَيَاحَة" (siyaha) so'zidan kelib chiqqan. Arab tilida bu so'z "safar qilish", "yurish", "sayr etish" kabi ma'nolarni anglatadi. Etimologiyasiga ko'ra, sayohat so'zi avvalambor yurish, harakat va yangi joylarni kashf qilish bilan bog'liq. Bu tushuncha o'rta asrlarda Islom olamida keng tarqalgan bo'lib, musulmon olimlari, savdogarlari va sayyohlari tomonidan ishlatilgan.

Islom tarixida sayohat tushunchasi ilm va savdo bilan bog'langan bo'lib, musulmon dunyosida bu so'z katta ahamiyatga ega bo'lgan. Masalan, Ibn Battuta kabi mashhur sayyohlar dunyo bo'ylab yurib, turli mamlakatlarni o'rgangan va o'z safarlari orqali yangi bilimlarni jamiyatga yetkazganlar. Buning natijasida sayohat tushunchasi nafaqat safar qilishni, balki yangi joylarni o'rganish, bilim va tajriba almashishni ham anglatadigan tushunchaga aylangan.

Shuningdek, sayohat tushunchasi dunyodagi turli xalqlar va madaniyatlar o'rtasidagi aloqalarni mustahkamlash vositasi sifatida ham xizmat qilgan. Buyuk geografik kashfiyotlar davrida sayohat tushunchasi yanada kengayib, yangi dunyo va mamlakatlarni o'rganish uchun asosiy vositaga aylandi. Savdogarlar va tadqiqotchilar yangi hududlarni kashf qilib, madaniyatlar o'rtasidagi iqtisodiy va madaniy aloqalarni rivojlantirganlar.

Xususan, XVI-XVIII asrlarda buyuk geografik kashfiyotlar davrida sayohat tushunchasi katta rivojlanishga erishdi. Yevropa va Sharq o'rtasidagi savdo yo'llari sayohatning asosiy yo'nalishlaridan biriga aylanib, jahon savdosi rivojiga hissa qo'shgan. Hozirgi kunda ham sayohat so'zi keng ma'noda ishlatilmoqda. Turizm, ilm-fan safarlari va dunyo bo'ylab sayohatlar insonlar hayotining muhim qismiga aylangan.

Mazmun va maqsad. Ziyorat va sayohat so'zlari mazmun va maqsad jihatidan sezilarli farq qiladi. Ziyorat tushunchasi asosan diniy va ma'naviy maqsadlarni ifoda etadi. Unga ko'ra, odamlar muqaddas joylarga yoki shaxslarga tashrif buyuradi va bu safar ma'naviy maqsadlarni ko'zlagan bo'ladi. Masalan, musulmonlar haj yoki umra ibodatlarini orqali Makka va Madina shaharlariga ziyorat qilishadi. Shuningdek, tarixiy shaxslar yoki ulug' avliyolarning qabrlariga tashrif buyurish ham diniy hurmat va ehtirom sifatida qabul qilinadi.

Sayohat tushunchasi esa kengroq ma'noga ega. U yangi hududlarni o'rganish, bilim olish va madaniyatlar o'rtasidagi aloqalarni rivojlantirishga qaratilgan. Sayohatda asosiy maqsad yangi joylar va xalqlarni o'rganish bo'lib, bu safarlar odatda dunyoviy va madaniy maqsadlarni ko'zlagan. Sayohat, shuningdek, ilm-fan, savdo va geografik yo'nalishlarni o'rganish uchun ham muhim vosita bo'lib xizmat qilgan.

Ishlatish davrlari. Ziyorat so'zi asosan VII asrda Islom dini tarqalishi bilan keng qo'llanila boshladi. Makka va Madina kabi muqaddas joylarga tashrif buyurish Islomning asosiy ibodatlaridan biri sifatida qabul qilindi. Bundan tashqari, turli tarixiy shaxslar yoki avliyolarning qabrlariga tashriflar ham ziyorat deb ataldi. Umuman olganda, ziyorat tushunchasi islom dini bilan bog'liq bo'lib, islom jamiyatining muhim madaniy an'anasiga aylangan.

Sayohat so'zi esa XVI-XVIII asrlarda rivojlangan bo'lib, buyuk geografik kashfiyotlar davrida katta ahamiyat kasb etdi. Yevropa va Sharq o'rtasidagi savdo yo'llari sayohatni rivojlantirgan va dunyo xalqlari o'rtasidagi aloqalarni mustahkamlagan. Sayohat tushunchasi ilm-fan va madaniy almashinuv vositasi sifatida ishlatilgan va insonlarning dunyoqarashi va bilimlari rivojida muhim rol o'ynagan.

Xulosa

Ziyorat va sayohat so'zlari, har ikkalasi ham safar qilish, yo'lga chiqish tushunchasi bilan bog'liq bo'lsa-da, ularning mazmuni va maqsadlari turlicha. Ziyorat so'zi asosan diniy va ma'naviy safarlarni anglatadi. Insonlar muqaddas joylarga borib, o'zlarining diniy ehtiyojlarini qondirishadi, ruhiy kamolotga erishishni ko'zlaydilar. Ziyorat qilish asosan islom dinida, ayniqsa, haj va umra ibodatlariga bilan bog'liq bo'lib, musulmonlar orasida muqaddas shaharlar va ulug' shaxslarning mazorlariga borish an'anasi shakllangan. Shu sababli ziyorat ko'proq ruhiy va ma'naviy maqsadlarni ifoda etadi.

Sayohat esa dunyoviy va madaniy tushuncha bo'lib, yangi hududlarni, madaniyatlarni va bilimlarni kashf qilishga qaratilgan. Ilm-fan, savdo va madaniy aloqalarni rivojlantirish uchun sayohatlar muhim o'rin tutib kelgan. XVI-XVIII asrlarda buyuk geografik kashfiyotlar davrida sayohatning ahamiyati yanada oshgan va u jahon savdosi hamda bilim almashinuvining asosiy vositasiga aylangan.

Shunday qilib, ziyorat ko'proq insonning ma'naviy hayotiga bog'liq bo'lsa, sayohat bilim va dunyoqarashni kengaytirish maqsadidagi safarlarni ifodalaydi. Ikkala tushunchaning ham ijtimoiy va madaniy hayotda muhim o'rni bor. Ularning tarixi va etimologiyasi turli davrlarda, turli makonlarda shakllangan bo'lib, jamiyatning turli jabhalarida o'z aksini topgan.

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KONSEPT TUSHUNCHASI LINGVOKULTUROLOGIYA VA KOGNITIV TILSHUNOSLIKNING TADQIQ OBYEKTI SIFATIDA

Z. Sayitkulova ¹

Annotatsiya:

Mazkur maqolada, konsept tushunchasiga bo'lgan yondashuvlar, uning tilshunoslikdagi tutgan o'rne, tadqiqi, tilshunos olimlarining bildirilgan fikr va mulohazalari va ilmiy asoslangan nazariy qarashlari tahlil qilingan.

Kalit so'zlar: konsept, lingvokulturologiya, kognitiv tilshunoslik, tushuncha, leksik ma'no.

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Hozirgi global zamonda antroposentrik paradigma tilshunoslik sohasining eng so'ngi yutuqlarini o'zida mujassam etib, mustaqil paradigma sifatida e'tirof etilmoqda. Zamonaviy yo'nalishlardan hisoblangan lingvokulturologiya va kognitiv tilshunoslik antroposentrik paradigmanning yetakchi yo'nalishlaridir. Til, madaniyat, etnosning o'zaro munosabati masalasini XIX asrning boshlaridanoq nemis olimlari – aka-uka Grimmlar o'rganishga harakat qilganlari ma'lum. “Til – madaniyat” tushunchalarining uzviy aloqadorligi dastlab. V. fon Gumboldtning ishlariga borib taqaladi [2]. Uning fikricha, til “xalqning ruhiyati”, xalqning “asl ko'rinishi”dir. Avvalo, madaniyat, tilda namoyon bo'ladi. Shunday ekan, til uning tashuvchisi hisoblanadi. Til madaniyatning asl ko'rinishi, realligidir, u orqaligina inson madaniyatga kirib boradi, kabi mulohazalari muhim ahamiyatga kasb etdi. Biroq lingvokulturologiyaning fan sifatida ilmiy asoslanishi A.A.Potebnya, G.V.Stepanov, D.S.Lixachev, M.M.Pokrovskiy, va Y.M.Lotman, va F.I.Busayevlarning ishlaridan boshlandi [3]. Kognitiv tilshunoslikning vujudga kelishi amerikalik olimlar J.Miller, J.Bruner, J.Lakoff, R.Langaker, R.Jakendoff va boshqalarning nomlari bilan bog'lanadi.

Konsept termini dastlab, fanda faqat falsafiy-matematik kategoriya sifatida faoliyat ko'rsatgan. XX asrning oxiridan hozirgi kunga qadar kontsept lingvokulturologiya, kognitiv lingvistika, falsafa kabi yetakchi yo'nalishlarning tadqiq obyekti ga aylandi. Y.Stepanov kontseptuallashtirilgan sohani so'zlar, narsalar, mifologemalar va marosimlar umumiy tasvirga (madaniy tushuncha) birlashtirilgan madaniyat sohasi deb ataydi. Alohida “konseptuallashtirilgan makon” doirasida so'z va marosim ob'yekti, so'z va mifologema va hokazolar semantik jihatdan o'ziga xos tarzda birikishi, bir-birining o'rnini bosuvchi yoki timsol vazifasini o'taydi. Madaniyat sohasidagi bu kontseptualizatsiya jarayonini biz narsalar va so'zlarning sinonimizatsiyasi deb ataymiz [5]. Yana bir mashhur olim V.Z.Demyankov “Konsept” atamasining ma'nosi, etimologiyasi, turli tillardagi shakllari hamda ta'riflari haqida maqolalar e'lon qilgan. U o'zining “Термин «концепт» как элемент терминологической культуры” maqolasida “konsept” va “tushuncha” so'zlarini tarixiy dubletlar ekanligi, biroq, endilikda ilmiy va noilmiy foydalanishda ularning o'zaro farqlanishi haqida fikr-mulohazalarini bayon etish barobarida ularga shunday ta'rif beradi: “Konsept - og'zaki belgining mazmun tomoni, tushuncha esa voqelik. Ular inson hayotining aqliy, ma'naviy yoki hayotiy muhim moddiy sohasiga tegishli bo'lgan, odamlarning ijtimoiy tajribasi bilan rivojlangan va mustahkamlangan, ularning hayotida tarixiy ildizlarga ega bo'lgan, ijtimoiy va subyektiv ravishda tushunilgan jarayonlardir”. [3] O'zbek

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tilshunoslaridan N.Mahmudov, Sh.Safarov hamda A.E.Mamatov tomonidan konsept termiga batafsil izohlar berilgan [4]. Konseptni ko'p qirrali va ko'p qatlamli mental tuzilma sifatida bir vaqtning o'zida psixologik, kognitiv-semantik va lingvokulturologik jihatlarini namoyon etishini e'tirof etishimiz mumkin. Zero, konseptning kognitiv va lingvokulturologik tadqiqotlar obyekti sifatida tavsiflanayotganligi ham shundan dalolat beradi. Shu sababli konseptning tadqiqotchilar tomonidan subyektiv, ijtimoiy, lingvomadaniy, badiiy konseptlar sifatida tiplarga ajratilganligini yagona mohiyatga turli jihatlardan yondashuv sifatida baholash mumkin. Zotan, til tizimi yuqoridagi sifatlarni o'zida jamuljam etgan nihoyatda serqirra hodisalardan biri hisoblanadi [6]. Y.N. Shvedova konsept tushunchasi ortida ijtimoiy yoki subyektiv tarzda anglanuvchi, inson hayotining muhim moddiy, aqliy, ruhiy tomonini aks ettiruvchi, o'z tarixiy ildizlariga ega bo'lgan, xalqning umumiy tajribasini aks ettiradigan mazmun turishini qayd etadi [7]. E.S.Kubryakova ta'kidlaganidek, "Konsept termini tafakkurni anglash, ma'lumotlarni saqlash va qayta ishlash kabi muammolar bilan shug'ullanuvchi kognitiv psixologiya hamda kognitiv tilshunoslik, lingvokulturologiya fanlari uchun soyabon vazifasini bajaradi". Kontseptlarni ideallashtirilgan kognitiv modellar, kognitiv metaforalar [4], tajriba va dunyo bilan o'zaro ta'sirni ifodalash uchun taklif qilingan ramkalar va skriptlar [14] sifatida tavsiflanishi mumkin. Konsept tafakkur birligi hisoblanib, uning asosida tushuncha, ma'no va obraz yotadi hamda u yuksak darajadagi mazmunga egadir.

Konsept doimo shaxs bilan bog'liq. Konsept o'z ichiga so'zning leksik ma'nosiga xos ravishda intellektual, hissiy, estetik axborotni qamrab oladi. Konseptning ma'no va tushunchadan farqini quyidagi talqinda ko'rish mumkin. Konsept - bu alohida bir xalq, ijtimoiy sinf, alohida maktab yoki aynan bir individning borliqdagi predmet yoki hodisaga bo'lgan qarashlari asosida yuzaga kelgan mental hodisadir [1]. Demak "leksik ma'no", "tushuncha" va "konsept" atamalarini bir-biridan farqlidir. Ular o'zaro bog'liq bo'lsada, ekvivalentlik xususiyatiga ega emas. Ularning fikrlashning o'xshash toifalariga mansubligi, ammo munosabatlarning turli tizimlarida qabul qilinganligi yaqqol seziladi. Konsept - bu tushunchaning tuzilishidagi bilish, ma'no va tushunishning o'zaro bog'liqligi nuqtai nazaridan qaraladigan psixik birlik. U inson ongida tushunchaning aksi sifatida, so'z ma'nosi bilan so'z ifodalagan tushuncha mazmunining yaqin o'zaro ta'siri natijasida vujudga keladi. Qolaversa, konsept kognitiv ong mahsuli bo'lsa, so'zning leksik ma'nosi lisoniy ong mahsulidir. Uning mohiyati kengroq bo'lib, u o'zida faqatgina ma'no komponentlarini emas, inson hayotiy tajribasida orttirilgan bilimlari, ongdagi axborot yig'indisi, u yoki bu predmet yoki hodisa haqidagi ensiklopedik bilimlari majmuidan iborat. Xulosa sifatida konseptning oxirgi o'n yillik ichida tilshunoslikdagi eng faol qo'llanuvchi terminlardan biriga aylanganini e'tirof etish mumkin. 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. Hozirgi kunga qadar turli olimlar tomonidan konsept tushunchasini talqin qilishda ayrim tafavvutlar mavjud. Lingvistik adabiyotlarda ular milliy mintallitetning asosiy birligi sifatida amaliy kundalik ko'p o'lchovli ta'lim mazmunidagi falsafiy termin sifatida o'rganilgan.

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MATN KOGERENTLIGI TILNING PRAGMATIK ASPEKTI SIFATIDA

S. Sarimsoqov¹*Annotatsiya:*

Ushbu maqolada matnning kogerentligi haqida fikr mulohazalar keltirilgan. Bundan tashqari turli foydalanish usullari, vositalari, matn yasovchi vazifalar hamda turlari belgilanib berilgan.

Kalit soʻzlar: kogeziya, segment, publitsistik matn, funksional-sintaktik vositalar, assotsiativ kogeziya.

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Matnda lingvistik vositalardan foydalanishning tizimlilik soʻzlarni tanlash va ulardan foydalanish xarakterini normallashtirishga olib keladi. Ayrim sintaktik tuzilmalarning ustun qoʻllanishi, tilning obrazli vositalaridan foydalanish xususiyatlari, gap qismlari oʻrtasidagi bogʻlanishning turli usullaridan foydalanishdir. Bunday tizimlar nutq uslublari deb ataladi.

Akademik V.V. Vinogradov nutq uslubiga quyidagi taʼrifni beradi: “Uslub - bu ijtimoiy ongli va funksional jihatdan aniqlangan, ichki birlashtirilgan foydalanish usullari toʻplami, boshqa oʻxshash ifoda usullari bilan taqqoslanadigan u yoki bu mashhur, milliy til sohasida nutq vositalarini tanlash va birlashtirish, boshqa maqsadlar uchun xizmat qiladigan, maʼlum bir xalqning nutq ijtimoiy amaliyotida turli xil funksiyalarni bajaradi” [1].

Kogeziya bilan bir qatorda matnning yana bir kategoriyasi ajralib turadi. Bu jumalarning semantik aloqasi sifatida tushuniladigan kogerentlik, va kogeziya bilan aniqlanmasligi kerak boʻlgan izchillikdir [2]. Matn kogerentligi tilning pragmatik aspektini va kognitiv mexanizmlarini aks ettiruvchi semantik bogʻlanishlar majmui tushuniladi. Kogeziya matnni tashkil qiluvchi elementlarning oʻzaro munosabati emas, balki matnning semantik bir butunlikda qanday tashkil etilganligini ochib beradi.

Baʼzan matnning bir-biridan ancha uzoqda joylashgan alohida qismlari u yoki bu darajada bogʻlangan boʻlib chiqadi. Bundan tashqari, aloqa vositalari har doim ham anʼanaviy vositalar bilan mos kelmaydi. Ammo gapning alohida segmentlarini ulash uchun allaqachon maʼlum boʻlgan vositalar qoʻllanilganda ham, ular obʼekt miqyosini qamrab oluvchi baʼzi xususiyatlarga ega boʻladi. Matndagi bu kabi uzlukli tarkiblarni birlashtirish uchun matn elementlarini kategorial koʻrsatkichlarini aniqlash muhim. Shuningdek bu uzluksizlikni taʼminlaydigan maxsus aloqa turlari, yaʼni mantiqiy ketma-ketlik, (temporal va/yoki makonga oid) individual xabarlar, faktlar, harakatlar va boshqalarning oʻzaro bogʻliqligini aniqlash ahamiyatli sanaladi.

Matndagi kogeziya vositalarini turli mezonlarga koʻra tasniflash mumkin. Matn yasovchi vazifasiga ega boʻlgan anʼanaviy grammatiklardan tashqari ularni mantiqiy, assotsiativ, obrazli, kompozitsion-strukturaviy, stilistik va ritmik yasovchi turlarga boʻlinadi.

Shunday qilib, leksik birikma vositalari matnni makon va zamonni tashkil etish funksiyasini, matn boʻlaklarini bir vaqtning oʻzida bogʻlash va matn hosil qilish funksiyasini bajaradi, degan xulosaga kelishimiz mumkin. Publitsistik matnda eng koʻp uchraydigan leksik vositalar informativ xususiyatga ega boʻlib, matnning mantiqiy tashkil etilishini taʼminlaydigan kirish soʻzlari kamroq ifodalanadi. Hozirgi zamon tilshunosligida matn izchil

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nutq shaklida namoyon bo'ladi, u nutq sub'ektlarining o'zaro ta'siri tufayli uni kontekst bilan to'ldiradi. Nutq matnini tizimli-strukturaviy ko'rib chiqish matnning muhim xususiyatlarini bir butun sifatida tugatmaydi, chunki matn faqat grammatik tuzilish bilan tavsiflanmaydi. Matnning uyg'unligi va yaxlitligi tabiatan har xil bo'lishi mumkin. Matnni jarayon va natija sifatida ko'rib chiqsak, publitsistik tizimida har qanday turdagi ma'lumotlarning axborot yordamida aktuallashtirish boshqa turdagi munosabatlarga bog'liqligini ta'minlashga xizmat qilishini ko'rish mumkin.

Tadqiqotchilar kogeziyaning quyidagi vositalarini aniqlagan: leksik (takrorlashning turli xil turlari, sinonimlar, antonimlar, paronimlar va boshqalar); fonetik (intonatsiya, ovoz yozish vositalari); morfologik (fe'llarning aspektual-zamon aloqasi, shaxs shakllari, mayl, bog'lovchilarning qo'llanilishi, bog'lovchi so'zlar, olmoshlar va boshqalar); sintaktik (so'zlarning tartibi, sintaktik parallelizm va boshqalar); stilistik (turli xil obrazlar, shakllar, rag'batlantirish usullari va turlari).

Kogeziyaning funksional-sintaktik vositalari sifatida leksik-grammatik vositalar ya'ni otlar, olmoshlarining barcha turlari (kishilik, egalik, gumon, ko'rsatish va boshqalar) makonga va zamonga oid ravishlar; alohida yakka ko'rsatish olmoshlari; mavhum va desemantlashgan otlar, murakkab birikmalar kiradi. Funksional-sintaktik vositalarga maxsus aloqa tuzilmalari, kirish so'zlari, anaforik muvofiqlashtiruvchi birikmalar va mantiqiy ravishlar kiradi narechiya [3]. Maxsus aloqa tuzilmalarining leksik-grammatik vositalardan asosiy farqi shundaki, ular gapning leksik tomoni bilan bog'lanmaydi va faqat sintaktik vazifani bajaradi.

Sanab o'tilgan vositalarni mantiqiy kogeziya deb hisoblash mumkin. Chunki ular mantiqiy - falsafiy tushunchalar, mazmun ketma-ketligini ta'minlovchi, vaqt va makonga oid ma'lumotlar mosligi, sabab-oqibat munosabatlari tushunchalarini qamrab oladi. Ushbu vositalar osongina dekodlanadi va shuning uchun o'quvchilarning e'tiborini tortmaydi, ixtiyoriy yoki ixtiyoriy bo'lmagan holda bog'langan birliklar va kogeziya vositalari o'rtasidagi nomuvofiqlik aniqlangan hollar bundan mustasno. Aynan, mantiqiy kogeziya vositalarida muloqotning grammatik va matn shakllarining kesishishi kuzatiladi.

Kogeziya maqomini olgan grammatik vositalar qayta ta'kidlanadi va shu tariqa matnga aylanadi. Assotsiativ kogeziya matn strukturasi boshqa xususiyatlariga, ya'ni retrospeksiya, konnotatsiya va sub'ektiv-baholash modalligiga asoslanadi. Assotsiativ kogeziya har doim ham qo'lga kiritilmaydi. Biroq, u ba'zan tasvirlangan hodisalar orasidagi bog'lanishlarni aniqlaydi.

Kompozitsiyaviy-strukturaviy kogeziya shakllariga, birinchi navbatda, xabarning ketma-ketligi va mantiqiy tashkil etilishini buzadigan, hikoyaning asosiy mavzusi (syujeti) bilan bevosita bog'liq bo'lmagan hodisalar, voqealar, harakatlarning qo'shimchalari, vaqt yoki makonga oid tavsiflari kiradi.

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INGLIZ VA O'ZBEK TILIDAGI AGROMATNLARDA ZAMON DEYKSISINING IFODALANISHIGA DOIR

M. Bozorova ¹

Annotatsiya:

Mazkur maqola deysis hodisasining ingliz va o'zbek tillaridagi qishloq xo'jaligiga oid ilmiy matnlarida ifoda etilishi haqida bo'lib, bunda dastlab deysis hodisasi xususan zamon deysisi to'g'risidagi tilshunos olimlarning nazariy ma'lumotlari jamlangan. Nazariy ma'lumotlar bilan birgalikda aynan temporal deysisning agromatnlarda uchrashi va ularning ikki tildagi qiyosiy tadqiqi misollar yordamida keltirilgan.

Kalit so'zlar: deysis, pragmatika, zamon deysisi, agromatnlar, ilmiy matn.

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Til jamiyatda insonlar nutqi vositasida namoyon bo'ladi. Til vositalarining nutq jarayonlarida voqelanishida deysis hodisasi bir muncha ahamiyatli hisoblanadi. Xusudan, berilayotgan firka so'zlovchining shxasiy munosabatini bayon etuvchi deysis hodisasi yunon tilidan olingan bo'lib, "ko'rsatish, ishora qilish" degan ma'noni bildiradi. Ko'rsatish ishora vositasini bajaruvchi birliklarni deysis vositalari deb nomlashgan bo'lsa, ayrim faylasuflar ularga indeksikallar deya nom berishgan. Deysis bir nechta turlarga bo'linadi. Uning asosiy guruhlari shaxs, zamon va makon deysisi bo'lib, bugungi maqolamizda biz aynan zamon deysisining ingliz va o'zbek tillaridagi agromatnlarda ifodalanishiga oid holatlarni ko'rib chiqamiz.

Voqelikda kechayotgan hodisalar bayonida va ular haqida axborot uzatishda uning kechish davri, paytini ko'rsatish muhimdir. (Ufimseva 1974: 184). Dastavval zamon deysisi haqida to'xtalib o'tadigan bo'lsak, u haqida bir qancha tilshunoslar o'z fikrlarini berib o'tishgan. Filmor o'zining ma'ruzasida zamonni belgilash uchun har bir tilde taqvimli so'zlar mavjud deb bayon qiladi. Bunga misol sifatida oy, kun sanalarni keltiradi. So'zlovchi esa belgilab berilayotgan vaqtni taqvimli o'lchova yoki o'zining origosiga yoki boshqacha aytganda egosentirk asosga ko'ra aniqlashi mumkin deya aytib o'tgan. (Filmor 1975: 124)

Levinson esa vaqtni bayon etishni kodlash asosida belgilashni taklif etgan, ya'ni so'zlovchi aytayotgan vaqt va tinglovchi qabul qilgan vaqt. Olim bu ikkala vaqt oralig'ida farqlar ham bo'lishi mumkinligini, ba'zida ikkala tomon butunlay boshqa vaqtni nazarda tutgan bo'lishi ehtimolliligini keltirib o'tgan. (Levinson, 1983.p.62).

Bunday ko'rsatish vazifasini zamon (vaqt) deysisi vositalari bajaradi. Zamon ko'rsatkichlari vositasida qaysi vaqtga ishora qilinayotganligi anglashiladi.

G.Yul aytganidek, "deysis iboralar, chegaralangan miqdorda bo'lishlariga qaramasdan, keng ko'lamda qo'llanadilar va ular har bir alohida qo'llanilishiga nisbatan ko'proq kommunikativ mazmun ifodalaydilar" (Yule 1996: 16).

Zamon deysisi ham bundan mustasno emas, bu turdagi deysis belgilarning pragmatik mundariyasi kontekst va so'zlovchi (yozuvchining) kommunikativ maqsadi, muloqot intensiyasi bilan bog'liqdir. (Safarov 2008:174)

Ingliz tilidagi agromatnlarda zamon deysisi bildiruvchi birliklarga payt ravishlari kiradi:

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We will now determine what happens when the F₂ of a cross-pollinated species such as maize is allowed to open pollinate. (Essentials of plant breeding 81)

Yuqoridagi berilgan misolda muallif izohlanayotgan holatning kechayotganligini o'quvchilar uchun tushnarli bo'lishi uchun "now" ravishidan foydalanmoqda. Biroq bu so'z o'quvchi uchun ayni vaqt degan ma'noni anglatmaydi. Bu haqida Sh.Safarov quyidagicha fikrni keltirib o'tadi. "Vaqt birliklarining zamon deyksisi sifatida berilishi aynnan matn doirasidagini ma'lum manolarni bradi, ularni bevosita muloqot jarayoniga ko'chirilsa yoki vaqt o'tsa bu berilgan zamon ko'ratkichlari ham o'zgaradi". (Safarov Sh. 2008:179)

O'zbek tilidagi agromatnlarda ham payt ravishlari faol qo'llanilsada, bu ko'proq umumiy ma'nosa olinib, ayni bir lahzaga e'tibor qaratilmasligi bilan ingliz tilidan farqlanadi:

Hozirgi kunda Qashqadaryo viloyatida keng tarqalgan taqirli tuproqlarda mo'l-ko'l paxta va boshqa qishloq xo'jaligi ekinlari etishtirilmoqda. . (Z.Z.Abdushukurova, S.Q.Zakirova, S.Sidiqov, S.Abdullaev O'zbekiston tuproqlarining agrokimyoviy tavsifi O'quv qo'llanma 8o)

Taqvimli belgilar vaqt oralig'ini aniq o'lchoviga ishora qilmaydilar. Binobarin, «Dushanba kuni ko'rishamiz» gapining mazmunini to'liq anglash, qaysi dushanba nazarda tutilayotganini bilish uchun ushbu va'da qachon (qaysi kuni) berilayotganligini bilish zarur (bu va'da yakshanba va seshanba kuni aytilishiga nisbatan vaqt o'lchovi bir kundan yetti kungacha farq qiladi). Shuning uchun ham taqvimli temporal birliklar aniq deytik mazmun olishlarida aniqlovchilar yordamiga muhtojlik sezadilar: o'tgan yakshanba, kelgusi juma, joriy yilning dekabri, shu kecha kabilar. (Safarov Sh 2008: 178)

Ingliz tilidagi agromatnlarda ham taqvimli belgilar vositasida zamon deyksisini ifodalash holatlari ko'p bo'lmasa uchraydi, quyida keltiriladigan misolda ham muallif ishora qilayotgan vaqt o'quvchiga turli vaqtni ko'rsatishi mumkin va bu noaniqlikning yechimi esa muallif asarni yozgan aniq taqvimdagi vaqtdir:

Since the last decade, a significant study has been committed to exploring alternative bio-based polymers to replace conventional petroleum-based packaging for their adverse environmental effects due to the formation of non-biodegradable solid waste and the depletion of non-renewable fossil fuel supplies (Table 3). (Journal of agriculture and food research 12 2023 100549 10)

O'zbek tilida zamon bildiruvchi payt ravishlari, zamonga nisbatan qo'llanuvchi so'roq, belgilash, gumon, bo'lishsizlik olmoshlari; o'rin-payt kelishigi va chegara shakli qo'shimchasini qabul qilgan ko'rsatish olmoshlari, vaqtni nomlovchi atoqli otlar, fe'llarning zamon ko'rsatkichlari, zamonga ishora qiluvchi kechagi, bugungi, avvalgi, endigi sifatleri; zamon, payt, mahal, zum, vaqt, kun, yil, dam lug'aviy birliklari bilan shakllangan birikmalar zamon deyksisini hosil qiladi. (R.Davlatova 2020: 26)

Oxirgi vaqtlarda intensiv bog'larni rivojlantirish, meva mahsulotlarini (olma, gilos, o'rik, shaftoli) yetishtirish va uni qayta ishlashni yuqori texnologiyalar asosida tashkil etish davr talabi bo'lib bormoqda. (Agroilm 5(68) son 2020 72)

Ingliz tilida now, then ravishlari faol ravishda zamonni ifodalovchi deytik birliklar sanalsada, agromatnlarda boshqa payt ravishlari kelishi holatlari ham kuzatildi: At present, many review articles have been published on the summary of polymer-based hydrogels to adsorb dyes and metal ions. (Journal of agriculture and food research 12 2023 100552 1)

O'zbek tilida ma'lum bir vaqtga atab qo'yilgan nomlar ham zamon deyksisini shakllantiruvchi birliklar sirasiga kiradi. Jumladan, «Faol investisiyalar va ijtimoiy rivojlanish yili» 2019 yilga, «Ilm ma'rifat va raqamli iqtisodiyotni rivojlantirish yili» 2020 yilga ishora qiladi. Yoki bayram va marosimlarga qo'yilgan nomlar ular o'tkaziladigan sanaga, oyga: «Navro'z» bayrami 21 martga, «Yangi yil» bayrami 1 yanvarga ishora qilib, zamon deyksisini shakllantiradi (R.Davlatova 2020: 27)

Qishloq xo'jaligi vaziri Ibrohim Abdurahmonovning tegishli buyrug'i bilan "O'zbekiston Respublikasi qishloq xo'jaligi xodimlari kuni – "Hosil bayrami" arafasida

sohaning mirishkor dehqon va fermerlari, zahmatkash chorvador va pillakorlari, mohir suvchi va irrigatorlar, o'z ishining haqiqiy ustasi bo'lgan mexanizator va agronomlar, jonkuyar olim va mutaxassislari, tizim rivoji uchun o'zining munosib hissasini qo'shib kelayotgan bir guruh soha fidoyilari "O'zbekiston Respublikasi qishloq xo'jaligi fidoyisi" ko'krak nishoni bilan taqdirlandi. (O'zbekiston qishloq va suv xo'jaligi 12 son 2023y : 34)

Yuqorida keltirilgan misolda zamon deysisi ikkita ibora bilan berilgan bo'lsa ham ayni bir vaqtni anglatishi bilan ahamiyatga molikdir. O'zbek tilidagi agromatnlarda bu kabi misollar ko'plab topiladi, biroq ingliz tilida bunday holat juda ham kamyoib sanaladi.

Zamon deysisini ifodalovchi yana bir holat bu fe'ning zamon kategoriyasidir. Ingliz va o'zbek tillaridagi agromatnlarda bu holatni farqlovchi xususiyatga ega deb aytolmaymiz, sababi ilmiy jihatdan tasdiqlangan ma'lumotlarni bayon etishda ko'pincha mavhumlikni yoki umumiylikni afzal ko'ruvchi olimlar bu holatda ham aniq zamonni ko'rsatishdan yiroq bo'lishadi. Sankt-Peterburglik tilshunos Aleksandr Vladimirovich Bondarko «davriy makonga ega bo'lgan va davriy makonsiz harakat, faoliyat vaziyatlarini» farqlashni taklif qiladi (Bondarko 1987: 210). Ushbu nomuvofiqlikni o'z paytida sezgan polyak olimi E.Koshmider ham «Uch karra uch to'qqiz», «Qo'l qo'lni yuvadi» qabilidagi «umumiy haqiqat»ni yoki mavhum faktlarni ifodalovchi tuzilmalarni vaqt oralig'i qatoridan o'rin olmaganligini qayd etadi. Uningcha, «vaqt oralig'ida joylashish» va bunday o'ringa ega bo'lmaslik o'rtasidagi farq grammatik shakllarda o'z ifodasini topadi» (Koshmider 1962: 131). Safarov esa yuqorida ko'rsatilayotgan farq asosan formal-semantik xususiyatga ega deb hisoblaydi va bu hodisa pragmatik tahlil nuqtai nazardan olib qaralganda esa ular o'rtasidagi nomuvofiqlikning keskin emasligi ma'lum bo'ladi deb fikr bildiradi (Safarov Sh 2008:179). Ingliz va o'zbek tillaridagi matnlarda hozirgi va o'tgan zamon shakllari orqali matnlar hosil qilinsada, ularda matn doirasida zamon ko'rsatish xususiyati payt ravishlari yoki atoqli otlardek emas.

Xulosa sifatida aytadigan bo'lsak, ingliz va o'zbek tillaridagi qishloq xo'jaligiga oid matnlarda ishorani bildiruvchi deysis hodisasining bir guruhiga kiruvchi zamon deysisi uchrashi holatlari mavjud. Ingliz tilida vaqtni ko'rsatish funksiyasini payt ravishlari va calendar birliklari bilan qo'llanuvchi so'z birikmalari bajaradi. O'zbek tilida temporal deysisni ko'rsatuvchi vositalar bir muncha ko'proq bo'lib, bunda payt ravishlari asosiy o'rinni egallaydi, biroq atoqli otlar ya'ni ma'lum bir muddatni bildiruvchi so'zlar yil nomlari, bayramlar nomlari agromatnlar tarkibida kelib, vaqtga ishora qiluvchi deysitik vositalar hisoblanadi.

Foydalanilgan adabiyotlar ro'yxati:

- [1]. Bondarko A.B. *Временная локализованность. // Теория функциональной грамматики.* – Л.: Наука, 1987. – С. 210-233.
- [2]. Кошмидер Э. *Очерк науки о видах польского глагола: Опыт синтеза.* – М.: Наука, 1962. – С. 105-167.
- [3]. Сафаров Ш. *Прагмалингвистика.* – Т.: «Ўзбекистон миллий энциклопедияси» давлат илмий нашриёти, 2008. – 285b.
- [4]. Уфимцева А.А. *Типы словесных знаков.* М.: Наука, 1977. – 250с.
- [5]. Шерматов, А. "Илмий матнларда дейктик ҳаволаларнинг прагматик хусусиятларига доир."//Иностранная филология: язык, литература, образование //3.3 (2018): 68.
- [6]. Davlatova R. *O'zbek tilining deysitik birliklari filologiya fanlari doktori (DSc) dissertatsiyasi avtoreferati.* – Toshkent.: 2020.- 71b.
- [7]. Fillmore Ch. *Santa Cruz Lectures on Deixis.* Indiana: University linguistic Club, 1975.- P.87.
- [8]. Huang Yang *Pragmatics.* – Oxford.: Oxford University Press, 2007. – 367p.

- [9]. *Levinson S.C. Pragmatics. – Cambridge: Cambridge University Press, 1984. – 419p.*
- [10]. *Yule G. Pragmatics. – Oxford: Oxford University Press, 1996. - 138p*

IDIOMALARNI GAP KOMPONENTLARI BO'YICHA TAHLIL QILISH (MARIO PYUZONING "CHO'QINTIRGAN OTA" ASARI ORIGINALI MISOLIDA)

S. Latipova¹

Annotatsiya:

Mario Pyuzoning "Cho'qintirgan ota" (The Godfather) asaridagi idiomalarni tilshunoslik nuqtayi nazaridan o'rganilib, ularning gap komponentlari bo'yicha tahlili amalga oshirilgan. Idiomalarning tarkibi va ularning ma'no qatlamlarida yuzaga keladigan semantik o'zgarishlar, hamda ularning kontekstda qanday qo'llanilishiga qarab sintaktik tahlili ko'rib chiqiladi. Tadqiqot orqali original asardagi idiomalarning o'ziga xos xususiyatlari ochib berilib, ular qahramonlarning xarakterini va asarning umumiy mazmunini ochib berishda qanday rol o'ynashi aniqlanadi.

Kalit so'zlar: idiomalarni, gap komponentlari, semantik tahlil, sintaktik tahlil tarjima nazariyasi, Mario Pyuzo, "Cho'qintirgan ota".

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Idiomalarni gap komponentlari nuqtayi nazaridan tahlil qilish tilshunoslikda alohida o'rin tutadi, chunki ular o'ziga xos semantik va uslubiy xususiyatlarga ega murakkab ifodalardir. Idiomalar, mustaqil ma'noga ega bo'lmagan leksik birlik sifatida qaralib, ularning mazmuni ko'pincha tarkibiy qismlarining aniq semantik ma'nosidan kelib chiqmaydi. Shu sababli, bu kabi ifodalarni o'rganishda ular tarkibiy qismlarga ajratilmasdan, yaxlit bir ma'noni ifodalovchi lingvistik birlik sifatida tadqiq etish muhimdir. Bu esa, ayniqsa, ularning boshqa tillarga tarjimasi jarayonida yanada dolzarb bo'lib, asl mazmunning izchil va kontekstual ravishda ifodalanishini ta'minlaydi.

Bir sintaktik aloqa asosida gapda ishtirok etgan sintaktik birlik bir valentli, ikki sintaktik aloqa asosida – ikki valentli, uch 2o sintaktik aloqa asosida – uch valentli komponent hisoblanadi. Mazkur sintaktik aloqalarni aniqlash uchun yunksion modellardan foydalanamiz. Gap qurilmasi komponentlarga ajratib sintaktik tahlil qilinganda, avvalambor, gap tarkibi sintagmatik yo'nalishda, sintaktik birliklarning o'zaro sintaktik aloqalari yunksion modellar va ularning differentsial sintaktik belgilar hamda morfologik xususiyatlari komponent modellarida ko'rgazmali ravishda ifoda etilsa, tadqiqotchilar valentlik haqidagi mavhum tushunchalardan holi bo'lar edi [2,20].

Tilshunoslikda gap nutq birligi hisoblanadi, shu sababli uning sintaktik tahlili nutq lingvistikasi qonun-qoidalari asosida amalga oshirilishi lozim. Hozirgi paytda nutq lingvistikasi qonun-qoidalari endigina ilmiy asoslanmoqda va ularning nazariy rivojlanishi davom etmoqda. Shu bois gapning struktura sifatida bir butunligini ta'minlaydigan bevosita ishtirokchi elementlarning tildan nutqqa o'tish jarayonida qanday sintaktik faoliyatga ega bo'lishi, shuningdek, sintagmatik zanjirning shakllanishidagi o'rni hali yetarlicha izohlanmagan. Gap bo'laklari nazariyasiga tayanuvchi an'anaviy sintaktik tahlilning zaif tomonlari borligi haqida ba'zi tilshunoslar o'z fikrlarini bildirgan bo'lsalar-da, bu borada sezilarli o'zgarishlar hali amalga oshirilmagan. Bu masalaga oid rus tilshunosi Z.D. Popova an'anaviy sintaksis haqidagi qarashlarda mavjud qarama-qarshiliklarni tilga olib, ularning

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sintaksis mutaxassislarini takroriy qayta ko'rib chiqishga undaganini ta'kidlaydi: "Традиционное учение о членах предложения содержало в себе такие противоречия, которые постоянно побуждали синтаксистов к его пересмотру" [5,69].

Gapdagi sintaktik aloqalarni aniqlashda ikki xil yondashuv mavjud: formal-morfologik va funksional-sintaktik. Yuqorida ko'rib chiqilgan sintaktik aloqalar formal-morfologik nuqtayi nazardan o'rganilgan. Bizning fikrimizcha, sintaktik aloqalarni funksional-sintaksis asosida tahlil qilish zarur. Ushbu tadqiqot ishida gap tarkibidagi komponentlarning o'zaro sintaktik aloqalari yunksion modellardan foydalanilgan holda modellashtiriladi. "Yunksion model" termini lotin tilidagi "junction" so'zidan olingan bo'lib, o'zbek tilida bog'lanish, aloqa ma'nolarini anglatadi. [4, 68- 69].

Keng qo'llanilgan sintaktik aloqalar mazmuniga to'xtalib, gap tarkibida ishtirok etgan sintaktik birliklarning o'zaro sintaktik aloqalarini ko'rgazmali ravishda yunksion modellar yordamida ifodalaymiz, ya'ni ularda yadroviy predikativ, subordinativ, koordinativ, nolga teng predikativ, introduktiv, noyadroviy predikativ, appozitiv aloqalar aniqlanadi. Yadro predikativ aloqaning muhim xususiyatlari, asosan, ikki asosiy hodisa bilan uzviy bog'liqdir. Ma'lumki, predikativlik deganda, ega va kesimning o'zaro birikishi asosida shakllanadigan gapning mazmuni bilan real voqelik o'rtasidagi bog'lanishning til vositalari orqali ifodalanishi tushuniladi. Yadro predikativ aloqaning boshqa sintaktik aloqalardan farqlanadigan jihati shundaki, u boshqa sintaktik aloqalarga bo'ysunmagan holda mustaqil ravishda tugallangan fikrni anglatish xususiyatiga ega gap sifatida shakllana oladi. Bundan tashqari, yadro predikativ aloqa teng huquqli ikkita yadro komponentini o'zaro biriktiradi va mazkur komponentlarni o'zaro bog'lash natijasida o'z ifodasini topadi [2,23]. Yadro predikativ aloqaning ushbu ikki teng huquqli yadro komponentni izchil ravishda birlashtirishi sababli, yunksion modellarda u ikki tomonlama yo'naltirilgan va ikki tomonlama ko'rsatiladigan indikator yordamida belgilanadi.

Gapning sintaktik qatlamini tahlil qilganda, unda ega yoki kesimning o'rni va ahamiyati haqidagi masalalar ayrim munozaralarga sabab bo'ladi. A. G'ulomov va M. Asqarova bu borada shunday fikr bildiradilar: "Bosh bo'laklar gapning asosini tashkil etib, ular gap konstruktsiyasining markaziy elementlari hisoblanadi. Ular gapdagi ikki asosiy markazdir. Biroq bosh bo'laklar ba'zan o'zlari mustaqil gapni tashkil qilishi mumkin bo'lsa-da, ayrim holatlarda ulardan to'liq fikr ifodalanmaydi." Ushbu olimlar, shuningdek, ega grammatik jihatdan hokim tarkibning markazi ekanini va tobe tarkibda bosh bo'lak sifatida kesimga ham ta'sir ko'rsatishini ta'kidlashadi. [7,72- 77].

Gap qurilmasini komponentlarga ajratib tahlil qilishda, har bir sintaktik bo'lakning gap ichidagi o'rni, vazifasi va morfologik xususiyatlari aniqlanadi. Bu jarayon gapning tashqi tuzilishini ochib beradi, ya'ni gapdagi komponentlarning tashqi aloqalari va morfologik jihatlari o'rganiladi. Ammo gapni sintaksemlar asosida tahlil qilish jarayonida esa sintaktik birliklarning kategorial va nokategorial sintaktik-semantik belgilari aniqlanadi. Bu jarayon gapning chuqur semantik qatlamini tushunishga yordam beradi va gapning ichki, ya'ni semantik tarkibiy tuzilishini ochib beradi.

Yadro predikativ aloqa esa gapning asosiy tarkibini tashkil etuvchi komponentlar orasidagi o'zaro bog'lanishni ta'minlaydi. Bu aloqa orqali ega va kesim orasidagi markaziy munosabat shakllanadi. Ushbu markaziy munosabat gapning asosiy struktur tuzilishi sifatida namoyon bo'lib, uni boshqa sintaktik aloqalardan ajratib turadigan asosiy xususiyat hisoblanadi. Ya'ni, boshqa sintaktik aloqalar gapning asosiy markazini tashkil etishga qodir emas; ular nisbatan yordamchi yoki ikkilamchi ahamiyatga ega va yadro predikativ aloqaga bo'ysunadi. Shu sababli, boshqa sintaktik aloqalar nisyo'dda nolyadr hisoblanadi va ular gapning asosiy tuzilmasi sifatida emas, balki qo'shimcha vazifalarni bajaruvchi yordamchi aloqalar sifatida maydonga chiqadi. [3, 39].

Sintaksemlarga ajratib tahlil qilishda shunisi muhimki, bir xil yunksion va komponent modellarga tushgan gaplarda turli xil differensial sintaktik va semantik belgilar

mujassamlashgan holatni ko'rishimiz mumkin. Umuman, gapdagi elementlarni sintaksemalarga ajratib tahlil qilish har bir elementning u yoki bu o'rinda sintaktik qatlamdagi semantik maydonini aniqlashda namoyon bo'ladi. Masalan, muayyan element har ikkala tilda turlicha komponentli gaplarda turli o'rinlarda kelib, har xil semantik maydonga ega bo'lishi mumkin.

Bizning sintaktik valentlikka yondashuvimiz shunisi bilan boshqalardan farq qiladiki, gap tarkibida har bir sintaktik birlik (qaysi so'z turkumi ekanligining ahamiyati yo'q) valentlikka ega bo'lishi mumkin va sintaktik birliklarning valentligi ular bog'langan sintaktik aloqalar sonidan kelib chiqib aniqlanadi. Bir sintaktik aloqa asosida gapda ishtirok etgan sintaktik birlik bir valentli, ikki sintaktik aloqa asosida – ikki valentli, uch yoki undan ko'p sintaktik aloqa asosida – uch valentli komponent hisoblanadi. Mazkur sintaktik aloqalarni aniqlash uchun yunksion modellardan foydalanamiz. Gap qurilmasi komponentlarga ajratib sintaktik tahlil qilinganda, avvalo, gap tarkibi sintagmatik yo'nalishda, sintaktik birliklarning o'zaro sintaktik aloqalari yunksion modellar va ularning differensial sintaktik belgilari hamda morfologik xususiyatlari komponent modellarida ko'rgazmali ravishda ifoda etilsa, tadqiqotchilar valentlik haqidagi mavhum tushunchalardan holi bo'lar edi [2,19].

Gap tarkibida infinitiv yadro predikativ 1 (NP₁) o'rnida kelganda kategorial differensial sintaktik – semantik belgilardan protsessuallikni ifodalasa, nokategorial belgilardan esa aktivlik yoki stativlikni ifodalashi mumkin. Undan tashqari yadro predikativ aloqa asosida qanday sintaksema bilan bog'lanishiga qarab o'ziga qo'shimcha semantik belgilarni ham qamrab olishi mumkin

M. Pyuzoning original asaridagi idiomalarni quyida keltirilgan yadro predikativ (NP₁, NP₂, ND) misolida tahlil qilar ekanmiz, ularning gapdagi sintaktik va semantik vazifalarini, shuningdek, mazmunini qay darajada ta'sirli yetkazishini aniqlaymiz. Bunda har bir idiomani predikativ yadrosi orqali voqe'likka munosabati, shuningdek, boshqa gap komponentlari bilan bog'lanish usullari tadqiq qilinadi, bu esa idiomalarning asardagi umumiy mazmun va obrazlarga ta'sirini yoritish imkonini beradi.

1)... our button men won't nail him (page 100)

2) I hate that pinko punk...(page 51)

3) There was a touch of derision in the Don's voice and Hagen flushed. (page 60) [1].

Mazkur misollarda yadroviy va noyadroviy aloqaga kirishgan gap bo'lak o'rnida kelgan sintaktik birlik yordamida ishtirok etishini nazarda tutib, ushbu sintaktik birliklarning differensial sintaktik-semantik belgilarini aniqlash bilan cheklanamiz.

Quyida keltirilgan idiomalarning differensial sintaktik-semantik tahliliga ko'ra kategorial Sb-substansial (ot yoki shaxs ma'nosi) turiga kiruvchi idiomalarga misol sifatida oldik.

1. Yatroviy sintaksis aloqaga kirishgan button men (NP₁ – yadro predikativ 1- kategorial sintaktik-semantik belgilardan (Sb) substansiallikni ifodalaydi. Nokategorial belgilarda esa (Qlt) kvalitatiflik va (Ag) agentivlikni ifodalaydi. Shu gapdagi ikkinchi idioma esa nail yatroviy aloqaga kirishib (NP₂ – yadro predikativ 2), kategorial sintaktik-semantik belgilardan (Pr) protsessuallikni, nokategorial belgilardan esa (Ac) aksional harakatni ifodalab kelyapdi.

2. Noyatroviy aloqaga kirishgan pinko punk (ND – noyatroviy tobe bo'lak: aniqlovchi, to'ldiruvchi, hol) kategorial sintaktik-semantik belgilardan (Sb) substansiallikni, nokategorial belgilardan esa (Ob) obyektivlikni ya'ni harakatni ifodalab beruvchi shaxs o'rnida kelyapdi.

3. Quyidagi misolda yatroviy aloqaga kirishgan (NP₁ – yadro predikativ 1)- a touch of derision kategorial sintaktik belgilardan (Sb) substansial, nokategorial belgilardan esa (Ac) aksional ya'ni harakatning bajarilishi ko'rsatib beryapdi.

Gap tuzilishini tahlil qilishda, gap komponentlarining o'zaro bog'lanishlarini ajratib ko'rish juda muhimdir va bu bog'lanishlarning har biri o'zgacha ahamiyat kasb etadi. Gapdagi

sintaktik birliklar orasidagi mavjud sintaktik aloqalarni belgilash, ushbu komponentlarning sintaktik xususiyatlarini farqlash imkonini beradi. Bu kabi farqlarni aniqlash uchun sintagmatik yo'nalishda komponentlarni kontrastlashtirish usulidan foydalaniladi. [6, 47-48].

Xulosa sifatida shuni aytish joizki, yadro predikativ aloqa boshqa sintaktik aloqalarga tobe bo'lmasdan, o'zi nisbatan tugal fikrni anglatuvchi teng huquqli bo'lgan ikki yadro komponentni o'zaro bog'laydi. Ya'ni, yadro predikativ aloqa gapning asosiy qurilishini hosil qiladi. Qolgan sintaktik aloqalar esa noyadroviy hisoblanib, ular tobe komponentlarni hokim komponentlarga bog'laydigan sintaktik aloqalardir. Yadro predikativ aloqa gapda mustaqil va tugal mazmunga ega ikkita asosiy komponentni bog'lash orqali gapning asosiy tuzilishini tashkil qiladi. Boshqa sintaktik aloqalar esa yordamchi bo'lib, tobe komponentlarni bosh komponentlarga bo'ysundiradi.

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ҚИЁСЛАШ РАМЗИЙЛИКНИ ИФОДАЛОВЧИ МЕХАНИЗМ СИФАТИДА (ФРАНЦУЗ ШОИРЛАРИ ИЖОДИ МИСОЛИДА)

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Аннотация:

Қиёслаш дунёни идрок қилиш ва лисоний ифода этишда асосий воситалардан ҳисобланади. Ушбу тезисда француз шоирлари ижоди намуналарида зооморф қиёслашларнинг семантик жиҳатларига эътибор қаратилган.

Калит сўзлар: кўчимлар, метафора, ўхшатиш, дунёнинг лисоний тасвири, зооморф қиёслашлар.

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Қиёслаш дунёқарашни шакллантириш ва талқин қилишда муҳим механизм сифатида пайдо бўлади, билим ва воқеликни тил орқали ифодалашда муҳим рол ўйнайди. У мавжуд ўхшашликларни белгилабгина қолмай, балки шахсга ўзидаги билим ва аввалроқ вужудга келган ассоциациялар асосида объектларга нисбат беришга имкон яратади. Қиёслаш барча тил ва маданиятларда мавжуд бўлиб, дунёнинг лисоний тасвирига асос бўлиб хизмат қилади. У нутқ эгаларига атроф-муҳитни қабул қилиш, таснифлаш ва талқин қилишда ёрдам беради ҳамда турли миллатларга хос бўлган идрокни намуналарини акс эттириб, тасвирларнинг ҳиссий ва баҳоловчи характерини таъкидлайди.

Бир қатор олимлар[1] (М. Блэк, С. Глюкберг, К. Девидсон, Дж. Кейсер, А. Усуми) кўчимлар орасида ўхшатиш ва метафорани таққослайдилар. Олимларнинг нуқтаи назари бўйича, ўхшатиш метафорадан когнитив ва дискурсив жиҳатдан фарқланади, шу билан бирга улар ўзаро боғлиқдир: метафора синтетик ҳамда кўп сўзли семантикага эга бўлган объектларни солиштириш жараёнида икки хил маъно бир вақтнинг ўзида англанишини таъминлайди. Ўхшатиш эса бир вақтда бўлиб ўтаётган икки хил жараённи бирлаштиради, лекин бу жараёнда субъект ва унга таққосланаётган объект ҳам ўз оригиналлиги ва мустақиллигини сақлаб қолади.

Тилшуносликда, одатда, қиёслашнинг мақсадидан келиб чиқиб, унинг икки тури фарқланади. Агар икки предмет ёки тушунча улар ўртасидаги фарқни кўрсатиш мақсадида қиёсланган бўлса, соф қиёсий конструкция шаклланади (масалан, ер тошдан қаттиқ), қиёслаш ўхшатиш мақсадини кўзда тутганда эса ўхшатиш конструкцияси шаклланади (масалан, ер тошдай қаттиқ). Демак, икки нарса ўртасида қиёсий ўхшатиш амалга оширилган бир объектнинг хусусияти бошқа бир объектга ўхшатилади [2].

Адабиётда, жумладан шеърятда, ўхшатишдан фойдаланиш турли ассоциациялар орқали масалан, қаҳрамон, унинг ҳолати ёки бирор вазиятни чуқурроқ тасаввур қилиш имконини берадики, бу матнни тўлиқ англашга хизмат қилади. В.Гюго, А.Ламартини, П.Валери, П. Верлен, Ш.Бодлер ва П.Элуар каби француз шоирлари ижодида зооморф қиёслашлар таҳлили жараёнида қуйидаги семантик маъно англатувчи бирликларни кузатдик:

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ташқи кўринишга қиёслаш: Son oeil parfois s'ouvrait comme l'oeil d'un vieil aigle ; Son front de marbre avait l'air fait pour le laurier ! (HUGO)

жисмоний хусусиятларга қиёслаш: L'orfraie aux paupières vermeilles, Le serpent, le singe méchant, Sifflent comme un essaim d'abeilles (HUGO); Si notre amour est ce qu'il est C'est qu'il a franchi ses limites Il voulait passer sous la haie Comme un serpent et gagner l'air (ELUARD); Comme l'aigle régnant dans un ciel solitaire, Tu n'avais qu'un regard pour mesurer la terre, Et des serres pour l'embrasser ! (LAMARTINE); Sa mère était la vieille maugrabin D'Antequera Qui chaque nuit criait dans la Tour-Magne Comme un hibou ... (HUGO); Tout simplement des nuages Qui crèvent comme des chiens Des chiens qui disparaissent Au fil de l'eau sur Brest (JP); Et les poteaux télégraphiques s'énamourent, Ils bandent comme un cerf vers le beau ciel serein. (GA);

хулқ-атвор хусусиятларига қиёслаш: Dis, crains-tu les filles de Grèce? Les lys pLamartinees de Damanhour? Ou l'œil ardent de la négresse Qui, comme une jeune tigresse. Bondit rugissante d'amour? (HUGO); Lamartineors gloire au vainqueur ! Son grappin noir s'abat Sur la nef qu'il foudroie ; Tel un aigle puissant pose, après le combat, Son ongle sur sa proie (HUGO); Le Destin charmé suit tes jupons comme un chien (Baudelaire);

ҳаёт тарзига қиёслаш: Il semble que sur moi, secouant son linceul, Se soit soudain penché le noir vieillard Décembre; Comme un loup dans son trou, je rentre dans ma chambre (HUGO); C'est qu'hélas ! le hideux cauchemar qui me hante N'a pas de trêve et va furieux, fou, jLamartineoux, Se multipliant comme un cortège de loups (Verlaine); Mais, comme un taureau dans la plaine, Vous traînez après vous la chaîne (LAMARTINE); Quand la terre est changée en un cachot humide, Où l'Espérance, comme une chauve-souris, S'en va battant les murs de son aile timide Et se cognant la tête à des plafonds pourris (Baudelaire); Me voilà libre et solitaire ! Je serai ce soir ivre mort ; Lamartineors, sans peur et sans remords, Je me coucherai sur la terre, Et je dormirai comme un chien ! (Baudelaire);

маълум вазиятлардаги ҳолат ва хатти-ҳаракатларга қиёслаш: Les yeux fixés sur moi, comme un tigre dompté, D'un air vague et rêveur elle essayait des poses (Baudelaire); Car vraiment j'ai souffert beaucoup ! Débusqué, traqué comme un loup Qui n'en peut plus d'errer en chasse Du bon repos, du sûr abri (Verlaine) ; Je t'ai prise contre ma poitrine comme une colombe qu'une petite fille étouffe sans le savoir (GA); Et les soucis que vous pouvez avoir sont comme Des hirondelles sur un ciel d'après-midi (Verlaine); Mon âme aux justes dieux ! ma vie à Mélitus, Comme au chien dévorant qui sur le seuil aboie, En quittant le festin, on jette aussi sa proie ! (LAMARTINE)

Шундай қилиб, қиёслаш дунё хусусидаги мавжуд тасвирларни мустаҳкамловчи кучли билим воситаси бўлибгина қолмай, янги тасвирларни фаол равишда шакллантиришга ҳисса қўшади. У тил, маданият ва воқеликни индивидуал и드로ки жараёни боғловчиси сифатида хизмат қилади ҳамда турли халқлар маданияти хилма-хиллигини таъминлайди.

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THE SEMANTIC EVOLUTION OF POLITICAL EUPHEMISMS IN ENGLISH: HISTORICAL AND CONTEMPORARY APPROACHES

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Abstract:

This paper explores the historical development and semantic shifts of political euphemisms in English, tracing their evolution from early uses in political rhetoric to contemporary applications. Political euphemisms, which soften harsh realities or controversial policies, have long been a tool for shaping public opinion. By analyzing key examples from various historical periods and comparing them with modern political discourse, we demonstrate how the meanings of certain euphemisms have changed over time and how they continue to serve as a strategic element in political communication.

Key words: Political euphemisms, semantic evolution, political rhetoric, language change, historical linguistics.

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Euphemisms are a fundamental aspect of political discourse, allowing politicians to convey controversial or difficult messages in a more palatable way. While euphemisms have existed in political language for centuries, their meanings and functions have evolved significantly over time. The semantic evolution of political euphemisms reflects not only changes in the political landscape but also broader social and cultural shifts. This paper traces the historical development of euphemisms used in English political communication and examines how their meanings have changed in contemporary political speech.

Political euphemisms often reflect the dominant ideologies of their time, serving to mitigate the negative perceptions of government actions. Over the centuries, political leaders have used euphemisms to obscure the true nature of wars, social policies, and economic decisions. By analyzing examples from historical periods and comparing them with modern usage, we gain insight into how these linguistic tools continue to adapt to new political realities.

Historical Development of Political Euphemisms

Early Political Euphemisms: The use of euphemisms in politics can be traced back to the classical era, where rhetoric played a central role in shaping public discourse. In ancient Rome, for instance, politicians would use terms like *pax Romana* (Roman peace) to describe the outcomes of military conquests, downplaying the violence and domination involved in expanding the empire. This early use of euphemistic language aimed to present Roman imperialism in a positive light, aligning it with notions of order and civilization.

In medieval England, euphemisms were also used in royal proclamations and courtly speech. Terms like "fealty" and "loyalty" masked the often coercive nature of vassalage and feudalism, presenting them as mutually beneficial relationships between lord and subject. By the early modern period, political euphemisms began to take on a more structured role, particularly during periods of political upheaval, such as the English Civil War. Royalists and Parliamentarians alike used euphemistic language to justify their actions and rally support.

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Euphemisms in the Age of Empire: During the British Empire's expansion in the 19th century, political euphemisms were used to justify colonization and imperial control. The term "civilizing mission" was employed to describe Britain's role in its colonies, suggesting that the empire was spreading progress and enlightenment rather than exploiting resources and populations. This euphemism was closely tied to the ideology of the time, which framed imperialism as a moral duty. Another euphemism from this era is "protectorate," which suggested a benign, protective relationship between the empire and its colonies, masking the reality of domination and resource extraction. These euphemisms reflect how political language was used to align imperial actions with broader social and ethical values, particularly in the context of the Victorian belief in progress and civilization.

20th-Century Political Euphemisms: The 20th century saw a proliferation of political euphemisms, particularly in the context of global conflicts and social movements. During the Cold War, for instance, both the United States and the Soviet Union used euphemistic language to frame their geopolitical strategies. Terms like "containment" and "mutual assured destruction" (MAD) were used to describe military policies in a way that downplayed the potential for catastrophic outcomes. In the context of domestic policy, euphemisms were used to soften the impact of controversial government actions. In the United States, "enhanced interrogation techniques" became a widely recognized euphemism for torture, particularly in the post-9/11 era. This shift in language was intended to make morally questionable actions more acceptable to the public, reflecting how euphemisms evolve in response to political and social needs.

Semantic Shifts in Contemporary Political Euphemisms

In the 21st century, political euphemisms have continued to adapt to changing political and social contexts. One of the most notable trends in recent years is the increasing use of euphemisms in the realm of economic policy. Terms like "austerity measures" and "fiscal responsibility" are used to describe cuts to public spending, masking the negative effects these policies have on vulnerable populations. These euphemisms serve to present economic policies as necessary and responsible, rather than harmful or regressive.

Similarly, the language surrounding immigration has evolved in recent decades. The term "illegal immigrant" has largely been replaced by "undocumented immigrant" in an effort to reduce the stigma associated with immigration status. This shift reflects changing social attitudes toward immigration, as well as a broader trend toward more inclusive language in political discourse.

War and Conflict: Contemporary political euphemisms related to war and conflict continue to obscure the realities of violence and destruction. Terms like "collateral damage" are used to describe civilian casualties, softening the emotional impact of these deaths. Meanwhile, military actions are often framed as "operations" or "interventions" rather than wars, as seen in the U.S. interventions in Iraq and Afghanistan, which were referred to as "Operation Iraqi Freedom" and "Operation Enduring Freedom." These euphemisms serve to present military actions as necessary and controlled, minimizing the public's emotional reaction to the human cost of war.

Surveillance and Privacy: The language of surveillance has also undergone significant euphemistic shifts in recent years. Terms like "data collection" and "national security measures" are used to describe government surveillance programs, masking concerns about privacy and civil liberties. The euphemistic nature of these terms helps to frame surveillance as a benign or even necessary activity, rather than an infringement on personal freedoms.

Corporate and Political Accountability: In the corporate and political spheres, euphemisms are often used to downplay scandals or unethical behavior. For example, the phrase "misstatement" is used to describe instances of lying or providing false information, while "overreach" is used to describe instances of abuse of power. These euphemisms help

politicians and corporations manage their public image by reframing negative actions as mistakes or minor issues, rather than deliberate wrongdoing.

The semantic evolution of political euphemisms in English reflects broader social, cultural, and political changes. From their early use in the classical world to their prevalence in modern political discourse, euphemisms have served as a strategic tool for politicians to manage public perception, justify controversial policies, and maintain power. While the meanings of specific euphemisms have shifted over time, their fundamental purpose remains the same: to soften the impact of harsh realities and frame political actions in a more favorable light. As political communication continues to evolve in response to new challenges, it is likely that euphemisms will continue to play a central role in shaping public discourse. Understanding the historical and contemporary uses of euphemisms provides valuable insight into how language influences politics and how political leaders use rhetoric to achieve their goals.

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THE ROLE OF POLITICAL EUPHEMISMS IN MODERN POLITICAL DISCOURSE: STRATEGIES OF EVASION

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Abstract:

This article explores a few ideas about what euphemism is, its origins and uses. In order for a word to be used as a euphemism, its interpretation must be ambiguous to the listener. They interpret it literally or euphemistically. As euphemism expands, it becomes more like a synonym for the original term than a euphemism. In order to determine the most effective and widespread forms of political euphemisms, as well as specific features of terminological changes, structural forms of political euphemisms were analyzed as the purpose of this article.

Key words: political euphemisms, hidden meaning, direction, good speech, similes, metaphors, social truth.

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Since language is the main means of human communication, it is immediately present in society responds to all changes. Desired in the political sphere, social life as in the field, communication plays a very important role. In political discourse, politicians, to attract the attention of the society, support the society to one political force orientation for at the same time, political. The text of indicators is effective, hidden moments and society in the right direction the tendency to think is very important. Therefore, politicians are an unpleasant public from the lexical divisions that hide the events and decorate the accuracy resort to use. These lexical units are called euphemisms. A euphemism is a good speech in Greek - a phrase used to replace words that are inappropriate, ignorant, rude, or other linguistic units that are synonymous expressed concepts.

Political euphemisms are words or phrases used in certain political situations to soften or prettify potentially negative or unpleasant concepts. The social impact of political euphemisms can be as follows:

1. Hiding the truth: Political euphemisms are often used by governments or politicians to soften drastic or unpleasant actions. This can lead to misunderstandings in society and prevent the correct assessment of reality.
2. As a tool of manipulation: There is an opportunity to influence public opinion and manipulate people through political euphemisms. For example, calling a war a "peacekeeping operation" can hide its true dangers.
3. Appease the public: In some cases, euphemisms can reduce harsh criticism or protests. This allows governments to implement their policies with less resistance.
4. Creating ambiguity and ambiguity in society: When political euphemisms are used, the true meaning of the word can be obscured, which has a misleading effect on social debate and can divide people rather than unite them.

In general, political euphemisms have a significant impact on social relations, they can serve political interests and influence public opinion.

Here are some examples of political euphemisms and their social impact:

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War:

Original term: "War" or "military invasion".

Euphemism: "Peacekeeping mission" or "humanitarian intervention".

Social impact: The destructive nature of war is downplayed, leading the public to offer more support or show less resistance

Economic difficulties:

Original term: "Economic crisis" or "recession".

Euphemism: "Economic slowdown" or "market stabilization".

Social impact: People may not fully grasp the severity of the economic situation, potentially responding less urgently to real financial hardships.

In communication between people, euphemisms are often used to establish softer and more flexible communication. This is especially helpful when talking about uncomfortable or inappropriate topics. For example, saying "expecting addition" instead of "pregnant" is used to soften difficult situations. Euphemisms are used to maintain etiquette and moral standards in interpersonal relationships. You can show respect to others by softening sensitive topics. For example, it is more respectful to say "elder" instead of "elder". Euphemisms are also used to express feelings. People use softer expressions to maintain a relationship or to avoid offending someone. For example, when a person is laid off, a milder term such as "retrenchment" may be used.

In general, euphemisms are a convenient tool for avoiding conflicts and inconveniences in a social environment, maintaining decency, and maintaining a balanced relationship between people.

People use euphemisms for a variety of reasons, including:

1. Softening Uncomfortable Topics: People use euphemisms when talking about uncomfortable, difficult, or embarrassing topics. For example, by saying "passing away" instead of "dying", they soften hard feelings.
2. Maintaining social etiquette: Some words or phrases are inappropriate or unacceptable to say directly in society. In such cases, euphemisms help to choose polite and acceptable words. For example, instead of "toilet" it is said "bathroom".
3. Give a positive impression: Politicians, businesses, and ordinary people use euphemisms to soften their actions or decisions and make them appear more positive. For example, you can use the phrase "budgetable" instead of "cheap".

The wrong use of euphemisms can have a number of negative consequences. This causes ambiguity, misunderstanding or manipulation in communication. First of all, euphemisms can hide the truth or create ambiguity. For example, euphemisms used to smooth over unpleasant situations in the political or corporate spheres distract the public from reality and prevent them from having an accurate picture of the problem. Also, when euphemisms are used incorrectly, for example, when they express serious situations too mildly, the severity of the situation may not be properly assessed. This causes people to be apathetic or make wrong conclusions. Especially when it comes to serious issues such as health, safety, or economic crises, euphemisms can make people careless if they downplay the severity of the problem. In addition, when euphemisms are used to manipulate people, they can lead to mistrust and resentment. If the public or individuals are misled or misled by euphemisms, this leads to a loss of trust and a breakdown in communication. In general, the misuse of euphemisms can have serious consequences, such as unclear communication, distortion of truth, and loss of trust.

Euphemisms in politics play a significant role in shaping public perception by softening the harsh realities of controversial actions or policies. While they can help avoid direct confrontation and make difficult topics more palatable, they also carry the risk of obscuring the truth, manipulating public opinion, and reducing accountability. Over-reliance on euphemisms can lead to distrust and confusion, as the true impact of political decisions may

be hidden behind vague or misleading language. Ultimately, while euphemisms can be useful communication tools, their careful and transparent use is essential to maintain public trust and informed discourse in politics.

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THE REFLECTION OF THE CONCEPT "BEAUTY" IN THE ENGLISH PROVERBS

D. Bakhromova ¹*Abstract:*

The present article is devoted to investigation of English proverbs, their structure and meaning. Due to the topic of investigation, the object of study is the English proverbs about human appearance, particularly about human's beauty. Theoretical content of the article is proved by numerous examples of English proverbs.

Key words: proverbs, human activity, wisdom, component, structure, semantic meaning.

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A proverb is a short familiar epigrammatic saying expressing popular wisdom, the truth or a moral lesson in a concise and imaginative way. Proverbs have much in common with phraseological units because their lexical components are also constant, their meanings are traditional and mostly figurative and they are introduced into speech ready-made. That is why some scholars following V.V. Vinogradov think proverbs must be studied together with phraseological units. Another reason why proverbs must be taken into consideration together with phraseological units is that they often form the basis of phraseological units.

A proverb is always a sentence. Very often they are realised in superphrasal units. Proverbs may have different contents.

War is condemned: War is sweet to them who know it not. War is the sport of kings.

Fools are laughed at: Fools grow without watering. He who is borne a fool is never cured.

Lazy-bones are criticised: Idleness is the root of all evil.

Proverbs teach to be economical: A penny saved is a penny gained. Take care of the pence and the pounds will take care of themselves.

Proverbs teach to work hard: He that will eat the kernel must crack the nut. He that would eat the fruit must climb the tree. He that would catch fish must not mind getting wet. He would search for pearls must dive below.

Grammatical Structure of Proverbs

1. Simple affirmative sentences.

Appetite comes with eating. A cat may look at a king. Money makes the mare go. A little pot is soon hot. The voice of one man is the voice of no one.

2. Simple negative sentences.

You cannot judge a tree by its bark Plenty is no plague. Hungry bellies have no ears.

3. Compound sentences.

God sends meat and the devil sends cooks. Nothing venture, nothing gain. Hope is a good breakfast but a bad supper.

4. Complex sentences.

He is lifeless that is faultless. He that lies down with/sleeps with dogs must rise up with fleas. If the things were to be done twice all would be wise. As the fool thinks, so the bell clinks.

5. Imperative sentences.

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Don't teach your grandmother to suck eggs. Look before you leap. Don't cross the bridges before you come to them.

6. Interrogative sentences.

Can the leopard change his spots? What can you expect from a hog but a grunt?

A.V. Kunin suggests the following classification of English proverbs [2, p. 296]:

1. Proverbs with the constant dependence of their elements. They are the most widespread. Their characteristic feature is that they are monosemantic.

e.g.: A burnt child dreads the fire. A great ship asks deep waters.

2. Proverbs with the constant-variant dependence of their elements. Among them there are proverbs with lexical variants.

e.g.: Every cloud has a/its silver lining. The parson/priest always christens his own child first. Rats desert/forsake/leave a sinking ship.

Grammar variants are represented by the following examples: Constant dropping wears away/will wear away a stone. Small rain lays/will lay great dust.

There are proverbs with quantitative variants: First catch your hare then cook him = First catch your hare. There is no rose without a thorn = No rose without a thorn.

Some lexical-grammar variants have been registered: A burden of one's choice is not felt = The burden one likes is cheerfully borne. Do in Rome as the Romans do = When at Rome do as the Romans do. Still waters run deep = Still waters have deep bottoms. There are spots even in the sun = There are spots on the sun.

Beauty is the main aesthetic value, and the ability to perceive it is an important feature of the aesthetic subject. This is understood not only by people of different nationalities, but also by everyone. Weakness is definite, but subjective. The values of beauty in each national culture are hedonistic (like/dislike), normative (right/wrong), ethical (ethical/immoral), psychological (interesting/boring, pleasant/unpleasant), or xenological (familiar / alien) differ.

This means that the national culture of each people has aesthetic values. Hedonistic, normative, ethical, psychological and xenological assessment helps us understand what beauty is. The worldview, values and grace of a particular national culture are certainly reflected in the language and through years, centuries, through proverbs, wise words are represented. Over the years, "accumulated knowledge, murals and schemes create concepts and manifest themselves in language."

Although proverbs are expressed in one short sentence, they can describe linguistic analysis in its entirety. "... While the use of pro-verbal phrases may seem conventional, the linguistic nature of these units is so complex that they cannot be surface-examined. Therefore, the study of the semantic-stylistic and national-cultural features of the phraseological units is one of the pressing problems.

It reflects various cultural values. Wise words, proverbs, set expressions express centuries-old national and cultural traditions, everyday skills, moral and aesthetic principles of the ethnic group. Although the proverbs are short, they are a separate text. "Proverbs can be called the word of life, an oral encyclopedia, a kind of historical chronicle. This genre of folk art is known in both oral and written literature under different terms: proverbs, parables, clichés, paremias, paremiological units, wise words. Among them, the term "proverb" is used most often and widely.

Proverbs are poetic in nature, widely used in speech; syntactically expressed, rhythmic, generalizing sociocultural, historical and educational experience of the nation. Proverbs are autosemantic and to a certain extent independent of the text in which they participate. Proverbs therefore play an important role in the definition and linguistic analysis of cultural concepts.

The Proverb Foundation can serve as a "rich source for the study" of the aesthetic aspect of the language landscape. Because they have not only a direct aesthetic assessment, but also

an attitude to the existence of society and personality, characterizing the object enshrined in the consciousness of this linguistic society. Proverbs explain one simple situation. In addition, a single article can be used in multiple contexts: "Beauty is but skin deep"

The broad and diverse group of proverbs represented by the semantic field "beauty" have meanings that define one and two features of an object from a particular point of view. They are an aesthetic assessment based on the synthesis of emotional, visual and psychological assessments. We grouped English proverbs about beauty as following:

1. The individual estimation of beauty: Beauty is a living thing; beauty is only skin deep; beauty lies in lover's eyes; none but brave deserve the fair.
2. The estimation of external beauty: A beetle is a beauty in the eyes of his mother; every mother thinks her own gosling a swan; beauty lies in lover's eyes.
3. The deceptive nature of beauty: Appearances are deceitful; a fair face may hide a foul heart; fair without, foul within; many a fine dish has nothing on it; you can't judge a tree by its bark; velvet paws hide sharp claws; all is not gold that glitters.
4. The intention for beauty: fine feathers make fine birds; a good face is a letter of recommendation; true coral needs no painter's brush; Jackdaw in peacock's feathers.

Based on the opinions and language materials presented, it can be concluded that in English folk culture, first of all, beauty in nature is manifested, it is recognized, and when evaluating an object for accurate, clear and accurate expression, it uses images of plants and animals.

Valuing a subject or object as "hall and ugliness" is linked to that nation's values. It's easy to call it ugly or beautiful, but the proverbs above make it easy to pinpoint why it's ugly or ugly. Proverbs are the fruit of cultural and life experience accumulated by the people over thousands of years.

Beauty is ephemeral, superficial and deceptive. Therefore, this is not unambiguous. It is contrasted with "integrity, simplicity, kindness, strength, and faith. N.D. Arutyunova says about virtue: "All laws, requirements, prohibitions are a scourge that resists oppression, misleads people and excites them. She writes: "Beauty is a great evil" [2, p. 131].

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ARGUMENTATIVE MONOLOGUE

D. Baxtiyorova ¹*Abstract:*

This article provides a detailed exploration of persuasion and argumentation, making it an essential reference for understanding rhetorical theory and its applications in public speaking and discourse. Furthermore, it explores various approaches to rhetoric, including classical theories, as well as contemporary applications in media and communication. Additionally, it covers everything from speech preparation to delivery techniques, making it valuable for understanding how to craft effective speeches that engage and persuade audiences.

Key words: Rhetoric, persuasion, argumentative monologue, ethos, logos, pathos, public speaking, debate, mass media, structured argument, rhetorical devices, monologue, tone and intonation, emotional appeal, formal discourse.

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An argumentative monologue is a distinct form of discourse where a single speaker presents a thorough argument or viewpoint on a particular topic without interruptions from others. This type of monologue is marked by its structured and systematic arrangement of ideas, primarily designed to persuade the audience or convey a strong perspective. Through a series of thought-out points, in a debate, the speaker aims to engage the audience both intellectually and emotionally, promoting a deeper understanding of the issue while advocating for a particular position. There are several key elements that contribute to the persuasiveness of an argumentative monologue. The primary defining feature of an argumentative monologue lies in its ability to grasp the essential, overarching purpose of the discourse. The foremost objective, which serves as the core function, is persuasion. This fundamental goal is to effectively convince the audience to adopt a specific viewpoint or to commit to a particular course of action in relation to the topic under discussion. Through the employment of a variety of rhetorical techniques, such as logical reasoning, emotional appeal, and credible evidence the speaker endeavors to shape the audience's perceptions and sway their opinions in favor of the proposed argument[2; 41-43]. For instance, when addressing the issue of climate policy reform, the speaker might use statistical data, analogies, and an urgent tone to compel the audience to recognize the necessity of immediate action. Additionally, another critical aim of the argumentative monologue is to provide clarification on the subject matter. Beyond mere persuasion, the speaker seeks to elucidate complex ideas or misconceptions, ensuring that the audience gains a clearer understanding of the topic. In a monologue focused on ethical issues like animal rights, for example, the speaker might clarify widespread misunderstandings about alternative testing methods, thus enhancing the audience's knowledge while simultaneously strengthening the overall argument. The speaker's position on a particular issue is elucidated in an argumentative monologue, offering the audience a deeper understanding of their reasoning and cognitive framework. By presenting their thoughts in a well-organized and coherent manner, the speaker allows listeners to gain critical insight into the logic and motivations that underpin their perspective. This articulation ultimately enhances the audience's grasp of the subject

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matter. For instance, when discussing controversial topics like immigration policy, the speaker's structured explanation can clarify the ethical and socio-political considerations influencing their stance.

Moreover, another important objective of an argumentative monologue is audience engagement. A well-crafted monologue not only captures the audience's attention but also prompts them to critically assess the validity of the arguments being made, encouraging them to reflect on the broader implications. By inciting this thoughtful reflection, the speaker creates an intellectual space in which listeners are motivated to scrutinize both the content and the potential consequences of the discourse within a larger context. For example, in a monologue addressing environmental sustainability, the speaker might not only argue for policy change but also invite the audience to consider the long-term societal and ecological impacts of inaction.

The key techniques employed in an argumentative monologue include the use of rhetorical devices such as ethos, logos, and pathos to strengthen the argument, as well as the incorporation of examples, analogies, and counterarguments to make the speaker's case more persuasive and relatable. A sense of urgency is often employed to enhance the memorability of a message for the audience and cultivate a deeper capacity for empathy towards the speaker's viewpoint. Such rhetorical strategies are designed to resonate on an emotional level, compelling the audience to engage more fully with the message and reflect on its significance in relation to their own beliefs and experiences. The primary objective of these devices is to persuade the audience, regardless of the situation or context, by convincing, informing, or even entertaining them. One of the most common uses of rhetoric in everyday life is in advertisements, which are deliberately crafted to persuade a specific audience to take particular actions, such as making a purchase[4; 144-150]. Moreover, rhetoric plays a prominent role in political debates and campaign speeches, where politicians endeavor to persuade their audience to support their candidacy or discredit their opponents. In both cases, rhetorical techniques are used strategically to shape perceptions and guide decision-making processes. Aristotle defined rhetoric as the art of persuasion through the effective use of various available strategies[1; 37-39]. He identified specific contexts where rhetorical proficiency was essential, such as legal proceedings, the Greek assembly, and public ceremonies. Upon extensive analysis, Aristotle determined that the most persuasive methods involve appeals to logic (LOGOS), credibility or character (ETHOS), and emotion (PATHOS). These three modes of persuasion form what is commonly referred to as the rhetorical triangle. Additionally, several other rhetorical devices are frequently used to enhance communication. For instance, anaphora, the repetition of specific nouns or pronouns, creates emphasis and rhythm within a speech. Similarly, metaphors represent ideas or concepts beyond the literal meanings of the words used, enriching the language by drawing connections that are not immediately evident. Examples include rhetorical questions like, 'Isn't this the ideal guide for learning more about argumentation?' or anaphora as in, 'Daisy left for a day trip, she was excited. I misplaced my wallet, I need to replace it.'

Through the use of rhetorical devices, a speaker can craft a more persuasive narrative that strikes a chord with the audience, fostering a stronger emotional connection and amplifying the impact of the arguments delivered. Variations in tone and emphasis are instrumental in drawing attention to key points and maintaining the audience's focus throughout the presentation. By adjusting vocal inflections such as intonation and tone, the speaker can convey subtleties in meaning and offer insight into their emotional state. For example, raising the pitch at the end of a sentence can indicate a question or uncertainty, while a lower tone can emphasize seriousness or authority. These fluctuations not only clarify the speaker's intent but also keep the audience actively engaged.

A well-organized argument that follows a logical progression is crucial for constructing a persuasive and convincing case[6;94-97]. By ensuring that each point logically builds on the

one preceding it and is substantiated by strong reasoning and evidence, the speaker strengthens the credibility of their position. This, in turn, increases the likelihood that the argument will resonate with the audience and effectively shape their perspective. For instance, in a debate about climate change, the speaker may begin with a claim about the rising global temperatures, support it with scientific data, and then present reasons, such as the increased frequency of extreme weather events, to further validate the argument. By organizing the claims and supporting evidence in a coherent sequence, the speaker makes the argument more accessible and understandable for the audience, thereby enhancing its persuasive power.

Argumentative monologues are often encountered in various contexts, such as public speeches delivered by prominent figures. These speeches may focus on conveying information, marking a special occasion, demonstrating an idea, persuading an audience, or providing entertainment. Each of these purposes is crafted to either educate the audience on a particular topic, evoke certain emotions, elicit laughter, or commemorate a significant event. For example, a political leader may deliver a speech aimed at persuading the public to support a new policy, while a comedian's performance might center around humor to entertain the audience. The specific objective of the speech shapes both its content and delivery, adapting the message to elicit the desired reaction from listeners. Public speaking is essential in a variety of settings, as it helps build interpersonal connections, ensures the clear communication of ideas, and plays a pivotal role in achieving the speaker's goals[3; 7-9]. Whether one is delivering a sales pitch, presenting a business proposal, or advocating for social change, strong public speaking skills can significantly impact the success of the message and its reception by the audience. Public speeches are disseminated through various forms of mass media, including talk shows, political addresses, interviews, motivational talks, live streams, discussions, as well as transcripts and summaries. These diverse media formats offer platforms for speeches to reach a broader audience, thus increasing their potential for engagement and influence. For example, political leaders often utilize televised addresses to communicate policies, while motivational speakers may use live streams to inspire audiences globally. Debates, on the other hand, follow a structured format that involves formal discourse, discussion, and oral presentations centered on a specific topic or set of topics. Typically moderated and held before an audience, debates feature participants who present arguments from opposing perspectives, aiming to systematically examine the issues and persuade the audience of the legitimacy of their positions. For instance, in a political debate, candidates may argue for or against economic reforms, using factual evidence and logical reasoning to support their views. Debates can serve educational, political, economic, and cultural purposes, with the overarching goal of fostering critical thinking and raising public awareness on key issues.

Monologues fulfill multiple purposes, such as deepening character development, driving the narrative forward, or offering insight into broader thematic elements. They are frequently employed in drama, poetry, and narrative fiction to enrich the audience's understanding of both the plot and the characters. For example, in Shakespeare's 'Hamlet'[5; 516-519], the famous 'To be or not to be' soliloquy reveals Hamlet's inner conflict and advances the play's themes of life, death, and morality.

In conclusion, an argumentative monologue is a powerful tool for both expression and persuasion. It allows the speaker to present a well-structured argument on a specific issue while simultaneously engaging the audience and influencing their perspectives. This form of discourse enables the speaker to clearly articulate their stance, offering not only logical reasoning but also emotional and ethical appeals, which can be particularly effective in persuading the audience. For instance, in a political campaign speech, a candidate might use an argumentative monologue to convince voters of the need for healthcare reform by presenting data, appealing to shared values, and evoking empathy for those affected by

inadequate systems. Through this method, the speaker encourages the audience to critically reflect on the issue, facilitating thoughtful engagement and potentially swaying their opinions.

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TRADITIONAL AND MODERN INTERPRETATION OF VERB LEXEMES IN ENGLISH LINGUISTICS

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Abstract:

This paper examines the traditional and modern interpretations of verb lexemes in English linguistics. Traditional views focus on the grammatical aspects of verbs, such as tense, aspect, and voice, within fixed syntactic structures. Modern approaches, influenced by cognitive linguistics, emphasize the flexible, context-driven nature of verbs, considering their semantic and pragmatic roles. By comparing these perspectives, the paper highlights the evolving understanding of verb lexemes in contemporary linguistic research.

Key words: verb lexemes, inflected form, modern interpretation, irregular verbs, phrasal verbs.

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The study of verb lexemes in English linguistics is diverse and multifaceted, ranging from syntactic approaches to cognitive perspectives and cultural and also semantic analysis. In linguistics, a "lexeme" is the basic unit of meaning in a language, and it encompasses all the different forms that a single word can take. The traditional interpretation of verb lexemes in the English language focuses on the concept of the base form (or dictionary form) of a verb, which represents the core meaning. This interpretation emphasizes the idea that all forms of a verb share a common meaning, despite variations in tense, aspect, voice, and mood. Here's a closer look at how verb lexemes are traditionally understood:

1. **Base Form** .The base form is the simplest form of the verb, often referred to as the infinitive without "to." Examples include: run, eat, write, use, send. In the example "I run fast", "I eat much", "I write 3 messages today" we can see that verb is used without to and we call bare infinitive form.

2. **Inflected Forms**. Inflected forms of verbs include variations that show tense, aspect, mood, voice, and agreement with the subject. Key inflected forms in English include: a. Simple Present Singular (third person): adds "-s" or "-es" for example: he runs, she watches, b. Simple Past Regular verbs typically add "-ed" walk –walked, use-used, add-added. Irregular verbs have unique past tense forms go - went, eat – ate, send-sent. c. Past Participle Used with auxiliary verbs to form perfect tenses or passive voice. Regular verbs often use the same form as the simple past. walked (regular), eaten (irregular) d. Present Participle /Gerund Formed by adding "-ing" to the base form. Used in continuous tenses and as gerunds (verb forms functioning as nouns) running, eating, sending, using, coming and etc.

3. **Irregular Verbs** .Irregular verbs do not follow the regular patterns of conjugation. Their past and past participle forms can vary significantly from the base form. run - ran – run; sing - sang – sung. I run fast- I ran fast last year.

4. **Modal Verbs**. Modal verbs express necessity, possibility, permission, or ability. They include: can, could, may, might, must, shall, should, will, would. These verbs do not follow typical conjugation patterns and do not have past participles. In the examples "She can speak

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three languages", "It may snow tomorrow", "She might come to the party", "I would go if I had time" modal form of verbs is used.

5. Phrasal Verbs. Phrasal verbs consist of a verb plus one or more particles (prepositions or adverbs) that change the meaning of the base verb. Phrasal verbs are verbs combined with one or more particles (prepositions or adverbs), creating a new meaning that is often idiomatic. Here are some common examples of phrasal verbs:

- Break down – to stop functioning (usually for machines or vehicles): "My car broke down on the way to work."
- Bring up – to mention a topic or raise a child: "She brought up an interesting point in the meeting."
- Call off – to cancel something: "They called off the wedding due to the storm."
- Carry on – to continue doing something: "Please carry on with your work."
- Come across – to find something by chance or appear in a certain way: "I came across my old photos yesterday."
- Give up – to stop trying or quit: "She gave up smoking last year."
- Look after – to take care of someone or something: "She looks after her younger brother."
- Look forward to – to anticipate something with pleasure: "I look forward to meeting you soon."

6. Verb Aspects and Tenses. Verb aspects and tenses in English are formed using auxiliary verbs and the main verb: Simple (I walk), Progressive/Continuous (I am walking), Perfect (I have walked), Perfect Progressive (I have been walking).

7. Voice. Voice in English language is divided into two. The first one is active voice in which the subject performs the action. For example: She writes a letter. The second one is passive voice in which the action is performed on the subject. For instance: A letter is written by her. These elements combined make up the various forms of a verb lexeme in English. Understanding how these forms are used and conjugated is essential for mastering English grammar.

While, in modern linguistics, the concept of verb lexemes is explored with greater nuance and depth, incorporating advances in morphological theory, syntax, and semantics. This perspective often goes beyond the traditional view, emphasizing the complexity and variability within verb forms. Here are some key aspects of the modern interpretation of verb lexemes in English:

1. Lexeme as an Abstract Entity. Modern linguistics maintains that a lexeme is an abstract entity representing a set of related word forms. However, there is a greater focus on the distinction between the lexeme itself and its various inflections and derivations. The lexeme serves as a mental construct that encompasses all the grammatical and morphological forms.

2. Paradigms and Morphological Analysis Paradigms. The modern approach often emphasizes the concept of paradigms, which are sets of related forms that a lexeme can take. For example, the verb lexeme "run" has a paradigm that includes "run," "runs," "ran," "running," and "run" (past participle). Morphological Analysis: Modern linguistics uses detailed morphological analysis to study how different forms are generated from the base lexeme. This includes examining inflectional morphology (changes for tense, aspect, mood, etc.) and derivational morphology (creating new words or forms).

3. Syntax-Semantics Interface. The interaction between syntax and semantics is crucial in understanding verb lexemes. Modern linguistics explores how different syntactic structures and argument structures (the roles of subjects, objects, etc.) are associated with different verb forms and meanings. This includes studying: Valency: The number and type of arguments a verb can take (e.g., "give" has a valency of three: subject, direct object, and

indirect object). Subcategorization Frames: The syntactic patterns a verb can appear in, including complements and adjuncts.

4. Inflectional versus Derivational Morphology. While traditional linguistics also distinguishes between inflection and derivation, modern linguistics pays closer attention to how derivational processes can produce new lexemes with distinct meanings, not just grammatical forms. For example, "runner" derived from "run" introduces a new lexeme with a nominal meaning.

5. Cognitive and Usage-Based Approaches. Modern interpretations often incorporate cognitive and usage-based theories, which emphasize the role of speakers' mental processes and real-world usage patterns in shaping the understanding and evolution of verb lexemes. This includes prototype theory that examines how certain forms or meanings are more central (prototypical) to a lexeme than others and construction grammar which studies how different verb forms are associated with specific constructions or patterns in language.

6. Variation and Change. Modern linguistics also considers language variation and change over time, recognizing that verb lexemes can shift in meaning, form, and usage. This includes studying dialectal variations which includes differences in verb forms and usage across different dialects of English. Additionally, Language Contact and Borrowing: How contact with other languages can influence verb lexemes in English.

7. Corpus Linguistics and Computational Approaches. The use of corpus linguistics and computational methods allows for the analysis of large datasets to observe actual usage patterns and frequencies of different verb forms. This empirical approach provides insights into how verb lexemes function in real-world communication. In summary, the modern interpretation of verb lexemes in English linguistics is more detailed and sophisticated, integrating insights from morphology, syntax, semantics, cognitive science, and corpus linguistics. This approach acknowledges the complexity and fluidity of verb forms and their meanings, as well as the influence of context and usage on their interpretation. Linguists have consistently emphasized the centrality of verb lexemes in understanding how language encodes meaning, how the mind processes linguistic forms, how languages evolve over time. Chomsky's generative grammar highlights the central role of verb lexemes in the structure of sentences. His theory posits that verb lexemes govern the syntactic rules that underlie sentence generation, as seen in his work on verb phrase structure rules and transformations. Moreover, Steven Pinker in his dual-route theory, explains that verbs in English follow either a rule-based or memory-based mechanisms, particularly in how they handle regular and irregular forms. While, from a cognitive linguistic perspective, William Croft analyzes verbs as representations of human cognition. He argues that verb lexemes reflect how speakers conceptualize actions and events. His work also covers the typological diversity of verbs across languages, demonstrating how English verbs fit into broader cross-linguistic patterns.

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THE SEMANTICS OF ADVERBIAL MODIFIER OF PLACE IN THE ENGLISH SENTENCE STRUCTURE

K. Rakhmatullaeva ¹

Abstract:

This paper explores the semantic function of adverbial modifiers of place (locative adverbs) in English sentence structure. Locative adverbs, encompassing simple adverbs, prepositional phrases, and adverbial clauses, contribute significantly to conveying spatial context and enriching our understanding of sentences. We examine the core semantic functions of locative adverbs, including location, direction, and origin, analyzing how they establish spatial relationships between elements within a sentence. Further, we delve into the semantic relationships between locative adverbs and other sentence components, considering their role in conveying relative and absolute locations. The study emphasizes the importance of locative adverbs in enhancing meaning, clarity, and emphasis within sentences.

Key words: locative adverbs, adverbial clauses, prepositional phrases, comparative study, idiomatic expressions both Uzbek and English.

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Adverbial modifiers of place, often called locative adverbs, provide information about where an action takes place or where something is located. They are essential for conveying spatial context and adding depth to our understanding of a sentence.

There are some peculiarities of their semantics. They are given below:

1. Core Semantics of adverbial modifier of place.

It refers to location: The core function of a locative adverb is to indicate the location of the action or the entity described in the sentence. An adverbial modifier of place occasionally stands either at the beginning or at the end of the sentence. [1]

“The cat sleeps on the bed.” (Specifies where the cat sleeps at the end of sentence).

There, they are all experienced professors.

It serves to reveal direction: They can also indicate the direction of movement or action.

“She walked towards the library.” (Indicates the direction of her movement).

Adverbial modifiers of place depicts origin. They can specify the starting point or destination of an action.

“They came from the mountains.” (Indicates the origin of their journey).

In English semantics, there are several types of adverbial modifiers of place, that assist a word to show directions by utilizing other words like prepositions. Commonly used adverbs are single words that express location or direction including here, there, inside, outside, above, below, near, far, up, down.

- Some of prepositional phrases are also considered locative adverbs. They consist of a preposition followed by a noun phrase consisting on in the garden, on the table, under the stairs, behind the house, across the street and so on. Locative adverbs sometimes come between the predicate and the prepositional object. [2]

For example: Anna goes to school with her close friend, Lucy.

It was investigated that adverbial modifiers of place generally precede both time and purpose.

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We had gone to town to purchase a new curtain for the ground floor. (expressing purpose)

I am travelling to London tomorrow. (expressing time)

An adverbial clause of place reveals the place of the action that expressed in the principal clause. They are introduced by the conjunctions 'where and wherever'. These are clauses that function as adverbs and provide more detailed information about location. [3]

"She stayed where she had been born." (Specifies the place where she stayed).

Teachers should be educated wherever they teach upcoming generations neither school nor university.

In each language, there are some exceptions as this, sometimes there is the difference of using the conjunction 'where' introducing adverbial clauses of place with adverb that subject clauses, object clauses, predictive clauses and attributive clauses are also introduced by the word 'where.' [4]

Some sentences can be exemplified to prove the notion given above.

John placed himself where he could see his soulmate. (adverbial clause of place)

This is where she came for a temporary lodging after relative's death. (predicative clause)

Mary wondered where they are visiting. (object clause)

He turned immediately towards the heart where Anna sat pulling the child. (attributive clause).

Semantic relationships of adverbial modifier of place shows some basic features to be used in a sentence including spatial relations, relative locations, absolute locations too. Locative adverbs establish spatial relationships between the subject, object, and the location. [5]

For instance: "The bird flew over the house." (The bird's movement is spatially related to the house).

They occasionally express the relative position of something in relation to other things.

"The book is next to the lamp." (The book's location is relative to the lamp).

Sometimes they specify an absolute location, often using coordinates or place names.

"They are at 45°N 73°W." (Indicates a specific geographical location).

Locative adverbs clarify the meaning of the sentence by providing spatial context. They make the sentence more vivid and help the reader visualize the scene.

Comparative study about adverbial modifier of place in English and Uzbek.

While both English and Uzbek use adverbial modifiers of place (locative adverbs) to convey spatial information, there are some key differences in their usage and grammatical structures:

1. Word Order and Placement:

In English, locative adverbs are more flexible in their placement within a sentence. They can appear at the beginning, middle, or end, often depending on emphasis or stylistic preference. Here is given two examples to place locative adverbs at the beginning and the end.

1. "The cat sat on the mat." (End placement)

2. "On the mat, the cat sat." (Beginning placement)

To contrast, in Uzbek, locative adverbs typically appear after the verb in declarative sentences. This fixed position often leads to a more direct and less ambiguous interpretation of spatial relations. [6]

Example: "Mushuk gilamda o'tirdi." (The cat sat on the mat.) - The locative adverb "gilamda" (on the mat) follows the verb "o'tirdi" (sat).

2. Prepositional Phrases:

In English, prepositional phrases are commonly used to express locative information, using prepositions like "in," "on," "at," "under," "above," etc.

Example: "The book is on the table."

To compare with Uzbek, it also uses prepositions, but they are often embedded within postpositions. Postpositions are suffixes attached to nouns or pronouns to express spatial relations.

Example: “Kitob stol + da.” (The book is on the table) – “da” is a postposition indicating location.

3. Adverbial Clauses have also distinctive features

Comparing with English, adverbial clauses are used to provide more detailed information about location, often with conjunctions like “where,” “wherever,” or “when.” [7]

Example: “She went where she had been born.”

However, in Uzbek, adverbial clauses are also used, but the grammatical structure might differ slightly. Uzbek uses conjunctions like “qayerda” (where), “qachon” (when), and “qanday” (how) to introduce these clauses.

We can take as an example in this sentence: “U tug’ilgan joyiga bordi.” (She went where she was born) - The clause “tug’ilgan joyiga” (where she was born) follows the verb and is linked by the conjunction “ga” (to, towards). [8]

4. Idiomatic Expressions:

English utilizes numerous idioms and phrasal verbs related to location that might not have direct equivalents in Uzbek.

Example: “He’s in over his head.” (Overwhelmed)

Uzbek language also has idiomatic expressions related to location, but they may differ in structure and meaning.

Example: “Uning boshiga qor yog’di.” (He has grown old)

We can easily learn locative adverbs in a sentence and realize the difference between two languages, thus article assist new learners to understand the topic in a sophisticated way as well as never face challenges while doing analyze secondary parts of speech.

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PUBLICISTIC DISCOURSE IN THE ENGLISH LANGUAGE

*D. Sanakulov¹**(Scientific supervisor: Muzafarova Luiza Umarovna)**Abstract:*

Publicistic discourse plays a critical role in modern communication, serving as a bridge between information dissemination and public opinion formation. This study examines the characteristics, types, and linguistic features of publicistic discourse in the English language. It aims to provide a typological classification of publicistic texts, focusing on the interplay between language use and media platforms. Drawing on both qualitative and quantitative analyses, this article highlights the lexical, syntactic, and pragmatic aspects of publicistic writing. Furthermore, it investigates the influence of digital media on the evolution of publicistic discourse. The findings suggest that publicistic discourse is characterized by its persuasive nature, lexical richness, and adaptability to emerging communication technologies, contributing to a dynamic and influential linguistic genre.

Key words: Publicistic discourse, typology, English language, media, digital communication, discourse analysis.

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1. Introduction

Publicistic discourse encompasses a range of text types aimed at informing, persuading, and influencing the public. It is primarily encountered in mass media, including newspapers, television, and digital platforms. In the English-speaking world, publicistic discourse holds significant power in shaping public opinion, reflecting cultural norms, and responding to political and social developments.

This article seeks to explore the typological classification of publicistic discourse in the English language. By examining various sub-genres—such as news reports, opinion columns, and digital blogs—the study aims to uncover the defining features of publicistic writing and how it adapts to the changing media landscape.

2. Defining Publicistic Discourse

Publicistic discourse, unlike academic or legal discourse, is inherently aimed at a wide audience, focusing on immediacy and accessibility. It typically blends informative, persuasive, and expressive functions, making it a hybrid genre. The language of publicistic texts often balances objectivity with subjectivity, allowing for both factual reporting and personal or ideological interpretation.

2.1 Characteristics of Publicistic Discourse

Objectivity vs. Subjectivity: While news reports tend to emphasize objectivity, opinion pieces and editorials are more subjective, using emotive language to engage readers.

Persuasive Function: Publicistic discourse often aims to persuade, particularly in editorials and political commentaries.

Accessibility: The language is typically less specialized than academic discourse, using everyday vocabulary to reach a broader audience.

3. Types of Publicistic Discourse

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Publicistic discourse can be classified into several types, each serving distinct communicative purposes:

3.1 News Discourse

News discourse focuses on delivering factual information in a neutral and objective tone. Characteristics include:

Lexical choices: Use of formal, precise language.

Syntactic structure: Tendency toward short, declarative sentences for clarity.

Stylistic features: Limited use of figurative language, favoring straightforward reporting.

3.2 Opinion Columns and Editorials

These genres are more subjective, aiming to persuade the reader through argumentation. Characteristics include:

Persuasive language: Use of rhetorical devices such as metaphors, hyperbole, and irony.

First-person perspective: Authors often use personal pronouns to create a connection with the audience.

Emotive language: Appeals to readers' emotions are common, especially in politically charged texts.

3.3 Digital Media and Blogs

Digital platforms have introduced a more interactive form of publicistic discourse, where authors and readers engage in a dialogue. Features include:

Conversational tone: Language is often informal, mimicking spoken discourse.

Interactive elements: Hyperlinks, comments, and multimedia are integrated to enhance engagement.

Adaptability: Publicistic texts on blogs and social media are concise, often reflecting real-time updates.

4. Linguistic Features of Publicistic Discourse

Publicistic discourse is marked by distinctive lexical, syntactic, and pragmatic features that vary across different types.

4.1 Lexical Features

Publicistic texts frequently use a combination of formal and colloquial language, depending on the genre and platform. News discourse typically favors formal vocabulary, while blogs and digital media may adopt a more conversational style. Keywords are often repeated to reinforce the message, and emotive language is used strategically to evoke reactions.

4.2 Syntactic Features

Publicistic discourse utilizes a range of sentence structures. In news articles, sentences are generally short and to the point, while opinion pieces may use longer, more complex sentences to develop arguments. Passive voice is often used in news reports to maintain neutrality, while active voice dominates in opinion columns to emphasize personal viewpoints.

4.3 Pragmatic Aspects

The pragmatic dimension of publicistic discourse is critical, as it shapes how readers interpret the message. Publicistic texts often include pragmatic markers such as hedging to soften claims or intensifiers to strengthen opinions. For instance, political commentary may use hedging ("it seems that") to imply caution, whereas editorialists might use intensifiers ("absolutely," "undoubtedly") to assert confidence.

5. The Impact of Digital Media on Publicistic Discourse

The rise of digital media has transformed publicistic discourse in profound ways. Blogs, social media, and online news outlets have introduced a more informal and interactive style, allowing publicistic texts to reach broader audiences more rapidly. This shift has led to the blurring of boundaries between traditional news reporting and opinion-based discourse, as

readers are encouraged to participate in the conversation through comments and social sharing.

Digital publicistic discourse tends to prioritize brevity and engagement, often employing clickbait headlines and concise sentences to capture the reader's attention. The integration of multimedia—such as videos, images, and hyperlinks—also enhances the communicative impact of publicistic texts, allowing for a richer, more immersive reading experience.

6. Conclusion

Publicistic discourse in the English language is a dynamic and multifaceted genre that plays a crucial role in the dissemination of information and the shaping of public opinion. Its ability to blend objectivity with subjectivity, formality with informality, makes it adaptable to a variety of media platforms and audiences. As digital communication continues to evolve, so too will the forms and functions of publicistic discourse, offering new avenues for research and analysis.

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SEMANTICS OF THE FINAL PHASE IN THE ENGLISH LANGUAGE

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Abstract:

This article explores the semantics of the final phase in the English language, analyzing the linguistic markers and structures that signal conclusion and their pragmatic implications. Emphasis is placed on how these final phases function in different contexts—conversational, written, and formal discourse—offering insights into their role in communication. The final phase in communication often carries a specific weight, influencing the interpretation of an entire message. In English, this semantic phase encapsulates closure, resolution, and often provides critical context for understanding the preceding discourse.

Key words: Final phase, closure, resolution, discourse markers, linguistic markers, semantic closure, pragmatic implications, prosodic elements, falling intonation, temporal aspects, summarization, conclusive statements, turn-taking, reinforcement, conversational flow, formal discourse, emotional impact, pragmatic cues, culmination.

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Understanding the semantics of final phase helps us to decode the underlying meanings and intentions behind various forms of communication, whether in literature, everyday conversation, or formal speech. This article delves into the linguistic characteristics that define the final phase and discusses its importance in meaning-making within the English language.

The "final phase" of communication refers to the concluding segment of discourse, where thoughts are summarized, resolved, or completed. In English, this phase is essential not only for signaling the end of a conversation or narrative but also for reinforcing or clarifying the meaning conveyed throughout. Semantically, the final phase encompasses closure, finality, and often emphasizes the intended message or leaves a lasting impression on the listener or reader. So, the final phase in semantics refers to the linguistic elements used to mark the end of a discourse or event. This phase is often characterized by specific linguistic tools—syntactic structures, word choices, and pragmatic signals—that serve to conclude the interaction. Semantically, these tools indicate resolution, fulfillment, or completion.

In linguistic terms, the final phase has the following features:

Semantic closure: The process of wrapping up an idea, argument, or narrative.

Discourse markers: Words like "finally," "in conclusion," or "lastly" that explicitly signal the end.

Prosodic elements: In spoken language, falling intonation often marks the end of a thought.

Temporal aspects: In storytelling or reporting, time markers like "at last," "eventually," or "afterward" often signal the end of a sequence of events.

Linguistic markers play a crucial role in signaling the final phase. These can be divided into several categories, each serving to indicate different aspects of closure. Discourse markers such as "in summary," "to conclude," and "in the end" are among the most direct

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indicators of the final phase. These words or phrases help frame the closure of ideas and often introduce the summary or conclusion of an argument. For example:

"In conclusion, the data supports the hypothesis."

"Finally, we can see that this policy was effective."

Such markers are particularly prominent in formal speech and academic writing, where they serve to guide the listener or reader towards a clear endpoint.

In narratives and procedural texts, temporal markers play a critical role in establishing the final phase. Words like "finally," "eventually," "at last," and "in the end" are used to indicate that the action or sequence has reached its conclusion. For instance:

"After years of effort, she finally achieved her goal."

"The project was eventually completed after multiple delays."

These markers not only signal the end of an event but also provide a temporal frame that emphasizes the culmination of a process.

In spoken English, prosodic features—such as intonation, stress, and rhythm—serve as powerful indicators of the final phase. A falling intonation, for example, is often used to signal that a speaker has finished their thought or that a conversation is drawing to a close:

"We've done everything we can. There's nothing left to say." (Falling intonation on "say")

The use of a pause after a final phrase also reinforces the sense of closure in spoken discourse.

Summarization is an essential part of the final phase, particularly in formal discourse. Sentences that begin with phrases such as "to sum up" or "in short" distill complex ideas into a concise conclusion, reinforcing the semantic closure of the discourse:

"In short, the company's financial position remains strong despite recent challenges."

"To sum up, all the evidence points to a successful outcome."

These structures are widely used in both written and spoken forms to neatly package the overall meaning of the preceding discourse. The final phase not only serves a semantic function but also plays a key role in pragmatics. Pragmatically, it helps manage conversational flow, indicate turn-taking in dialogue, and create a sense of resolution in storytelling. There are three major pragmatic functions of the final phase:

In conversation, the final phase is a pragmatic cue that signals the end of a speaker's turn or the conclusion of a discussion. Phrases such as "that's all I have to say" or "I think that's it" explicitly signal that the speaker has finished. In storytelling, a similar effect is achieved through conclusive statements or a summary of key events.

In formal or academic contexts, the final phase often serves to reinforce the main arguments or ideas presented. By summarizing or restating the key points, the speaker or writer ensures that the core message is clear and leaves a lasting impression on the audience. This reinforcement also aids in the retention of information, which is crucial in educational or persuasive settings.

In literary or dramatic discourse, the final phase can be used to create emotional impact or tension. This is especially common in narratives, where the resolution of conflict or the climax of a story is often located at the final phase. Sentences that carry emotional weight or unexpected twists (e.g., "And so, the hero was defeated.") can enhance the overall affective quality of the discourse.

The semantics of the final phase can vary significantly depending on the genre of discourse. Here are some examples from different contexts:

In casual conversation, the final phase is often less structured but still recognizable through discourse markers, intonation, and context. A typical example is:

"Anyway, that's what happened. I guess we'll see what comes next."

Here, the speaker signals closure with "anyway" and a final summarizing statement, using informal markers to indicate the end of the story.

In academic writing, the final phase often takes the form of a conclusion, where the main points of an argument are restated and synthesized:

“In conclusion, the research clearly shows the effectiveness of early intervention programs in reducing dropout rates.”

The formality of the final phase in academic writing ensures that the reader is left with a clear understanding of the argument and its implications.

In literary works, the final phase is where the resolution of the plot occurs. Authors use temporal and emotional markers to bring closure to the story, often leaving the reader with a reflective or dramatic final statement:

“And so, the curtain fell, leaving the stage empty and silent.”

Such phrases are designed to evoke an emotional response, as well as to signal that the narrative has come to an end.

The semantics of the final phase in English is multifaceted, encompassing linguistic markers, pragmatic functions, and genre-specific features. Whether through discourse markers, prosody, or summarizing structures, the final phase serves to bring closure, reinforce meaning, and, in many cases, leave a lasting impression on the audience. Understanding the role of this phase in communication is essential for both linguists and practitioners of language, as it sheds light on how meaning is conveyed and how discourse achieves its intended effects.

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DEYKSIS VA UNING LINGVISTIK MOHIYATI

Haydarova S. M.¹*Annotatsiya:*

Deyksisni va uning zamonaviy tilshunoslikdagi ahamiyati tilshunoslarni yanada mukammalroq o'rganishga kundan-kunga jalb etib bormoqda va shu sababli ushbu maqolada bu tushunchaning umumiy mohiyati, uning tilshunoslik nazariyasida o'rganilish darajasi, shuningdek, uning matnda tutgan o'rni haqida batafsil to'xtalib o'tiladi.

Kalit so'zlar: deyksis, kontekst, ishora, pragmalingvistika, nutq, joylashuv, matn, deyktik, makon, zamon.

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Deyksis yunoncha so'zdan olingan bo'lib, o'zbek tiliga tarjima qilinganda "ko'rsatish, ishora" kabi ma'nolarni beradi. Hozirgi kunda tilshunoslikda kommunikativ diskurs ishtirokchilari hamda ularning ijtimoiy mavqei, emotsional holati, makon va zamonda voqelanishi, kabilarga til birliklari yoki boshqa belgilar orqali ishora qilish deyksis hodisasi mazmunida vujudga keladi. Boshqacha aytganda, deyksis leksik va grammatik vositalarning ishora qilish vazifasini anglatuvchi tushuncha sifatida nutqiy harakat ishtirokchilari hada gapning tarkibiy qismlarini denotativ mazmun-mohiyatining ahamiyatligini ko'rsatishga xizmat qiladi. Deyksis kommunikaiv-pragmatik hodisa sifatida nutqning shakllanishi va tinglovchiga to'g'ri yetkazilishida muhim ahamiyatga ega. Nutqning ishora qilish, havola qilish vazifasini bajaruvchi til birliklarisiz, ya'ni deyktik birliklarsiz samarali kechishi mushkul.

Qadimdan ingliz tilshunosligida ko'rsatish olmoshlari demonstrative atamasi bilan belgilangan. Davr o'tishi bilan "deyksis" tushunchasi yanada kengroq ma'noda ishlatila boshlandi va uning tarkibiga kishilik olmoshlari ham kiritildi. F. Lenz o'zining "Deictic conceptualisation of space, time and person" nomli maqolasida deyksis atamasiga quyidagicha izoh bergan: «Deyksis – universal hodisa hisoblanadi. Har bir til ko'plab deyktik iboralarga ega bo'lib, ulardan ko'pchiligi tez-tez qo'llaniladi hamda yuqori ravishda grammatikallashtirilgan» [Lenz, 2003:VII]. Deyktik iboralar «kommunikatsiya faoliyatining aspektlari»ga, «ekstralingvistik kontekstning xossalari»ga hamda «fikir konteksti yoki nutq faoliyatining xususiyatlari»ga aniq manba yordamining qo'llanilishisiz ifodalana olmaydi.

Deyksis tizimining markazida nutq ijodkori, ya'ni so'zlovchi shaxs turadi va uning makon va zamonda o'rin olishi boshlang'ich nuqta bo'lib qoladi. Deyksis so'zlovchining nutq faoliyati jarayonida ma'lum makonda joylashganligini belgilaydi. Shu nuqtai nazardan gapirganda, deyksis diskurs darajasida o'rganilishi kerak hamda «havlolaning maxsus holati» sifatida e'tirof etilishi mumkin.

J.Layonz talqinida shaxs kategoriyasi nutq vaziyati qatnashchilari bajaradigan vazifalar vositasida aniqlanadi: "birinchi" shaxs so'zlovchi tomonida o'ziga nisbatan muloqot sub'ekti vazifasini bajarayotganligini ko'rsatish uchun qo'llanadi; "ikkinchi" shaxs tinglovchini ko'rsatuvchi belgidir; "uchinchi" shaxs esa so'zlovchi va tinglovchidan o'zgalarni ajratish uchun qo'llanadi [Lyons, 1975:66].

Deyksis nutqda til birliklarining ishoraviylik xususiyatni namoyon qiluvchi hodisadir. Ko'rsatish vazifasini lingvistik va ekstralingvistik vositalar orqali bajaruvchi deyksis tilning

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belgilar tizimi sifatida shakllanishida muhim rol bajaradi. Deyksis nazariyasi tahlliga doir ko'plab ilmiy tadqiqotlarda asosiy e'tibor deyksis va anafora munosabati masalasiga qaratiladi. Bu kabi tadqiqotlarda real diskurs jarayonida nutq ishtirokchilariga ishorani anglatuvchi deyksis sof, asl deyksis sifatida tavsiflansa, matn qismlarga ishora qilish orqali ularning semantik-sintaktik jihatdan bog'lanishmga hizmat qiluvchi deyksis atamasi anafora sifatida ta'rif qilinadi.

Deyksis nazariyasining markaziy tushunchalaridan biri deytik deytik birliklardir. Nutq(matn) tarkibida "ishora qilish" vazifasini bajaruvchi birliklar ob'ektni bevosita izohladigan nominativ birliklardan farqli o'laroq nutqiy holatga yoki so'zlovchi tomonidan belgilangan muayyan mo'ljal markaziga nisbatan ob'ektni tavsiflaydi.

Har bir tilda deyksis va uning turlarini yuzaga keltiruvchi maxsus til birliklari mavjud. Shunga qaramay, ba'zan nutq jarayonida muayyan narsa-predmet, voqea-hodisaga ishora qilish vazifasi ekstralingvistik vositalar orqali ham amalag oshirilish mumkin.

Deyksis hodisasi tadqiq etilgan ishlarda tilning ishora qilish birliklari sifatida O.Espersen ishora birliklariga shifter atamasini, Ch.Pirs deytik birliklarni indeksallangan belgilar [Pirs, 2000:45], Ye.V. Paducheva esa ishoraga to'g'ridan-to'g'ri mazmun belgilovchi egotsentrik birliklar [Падучева, 1985:34] sifatida talqin qilishgan.

J.Layonzning «Semantics» asarida deyksis muammosi yanada mufasssalroq o'rganilgan [Lyons, 1977:636]. Ushbu asarda muallif yuqorida eslatilgan masalalardan tashqari aniq artiklli ot birikmasi, deyksis va anafora munosabati, matn deyksisi, zamon va makon mazmunidagi tuzilmalar tarkibidagi deytik bo'laklar kabi qator masalalarni ham muhokama qiladi. Xuddi shu yerda keyinchalik boshqa tadqiqotchilar tomonidan keng miqyosda takrorlanayotgan deyksis hodisasining ta'rifi berilgan: "Hech bo'lmaganda bir so'zlovchi va tinglovchi ishtirokini talab qiladigan muloqot vaziyatida yuzaga keladigan zamon-makon matnida namoyon bo'ladigan shaxs, predmet, hodisa, harakatlarni belgilovchi, ularning o'rnini ko'rsatuvchi birlik deyksis deb talqin qilinadi".

Tilning deytik vositalari (leksik va grammatik) til belgisining nominativ va referentsial funktsiyalari munosabatini simvolik maydonga qarama-qarshi qo'yilgan tilning ko'rsatish maydoinin shakllantiradi. P.Stroson tomonidan taklif qilingan chegaralangan til tipining semantik lug'ati tasniflanishiga ko'ra deytik elementlar uchta asosiy sinflardan birini shakllantiradi. Bunga ko'ra nomlanishiga, ummuy xarakteristikasiga va munosabatlariga ko'ra. Deytik elementlar shakllangan til tiplari uchun quyidagi turlarga bo'linadi: temporal, lokativ, interlokativ va kontekstual. B.A. Serebrinnikovning so'zlariga ko'ra "deyksis inson nutqidagi muhim atribut hisoblanadi [Серебрянников, 1988:27]. Bo'lishsiz predmetlar dunyosida deytik vositalar mavjud emas, chunki ularga u yerda hojat yo'q. Predmet boshqa predmetlar orasida o'zining joylashuv yoki ajratilishga nisbatan ko'rsatish mazmuniga bog'liq bo'lganida o'zining xossalarini o'zgartirmaydi". Inson uchun deyksis hodisasi nutqda orientatsiya uchun zarur bo'ladi. Deytik vositalardan mahrum bo'lgan nutq suhbatdosh uchun mutlaqo tushunarsiz bo'lish ehtimoli bor.

Til belgilarini ikki guruhga bo'lish mumkin: 1) nominatsiyani amalga oshiruvchi "yorliqlar" (misol sifatida, table so'zi), 2) diqqatni faqat ob'ektga yo'naltirib, "ko'rsatgich"lar rolidagi so'zlar. Ingliz tilida bu kabi ko'rsatgichlar tarkibiga kishilik, egalik olmoshlari, makon va zamonni ifodalovchi olmosh ravishlar, ko'rsatish olmoshlari kiradi.

Xulosa qilib aytganda, deyksis til tizimining bir qismi bo'lib, nutqiy jarayonda muloqotni osonlashtiradi. Deyksislar turli kontekstlarda turlicha ma'no ifodalaydi. Tilshunoslar deyksisning turli xususiyatlarini o'rganib, uni til tizimi va kontekst o'rtasidagi bog'liqlikni ko'rsatuvchi hodisa sifatida talqin qilishadi.

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JORJ ORUELNING “MOLXONA” ASARI HAQIDA

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Annotatsiya:

Ushbu maqolada asarning yozilish sabablari hamda undagi yashirin ma'no. Hayvonlarning ozodlik, erk uchun kurashlari bayon qilingan. Asar qishloq xo'jaligi fermasida sodir bo'ladigan voqealar orqali, hayvonlar o'z egalari - odamlar tomonidan zulmga uchraganidan keyin ozodlik uchun kurashni boshlaydilar. Hayvonlar tomonidan boshqariladigan molxona dastlab adolat va tenglik asosida yaratiladi, ammo vaqt o'tishi bilan, kuch va hokimiyatga intilish orqali, yangi zolim — cho'chqa Napoleondan xavf tug'iladi. Oruell bu asarida kuchning yo'qolishi, hukumatning manipulyatsiyasi va insoniyatning qiyinchiliklari haqidagi muhim g'oyalarni namoyish etadi.

Kalit so'zlar: Jorj Oruel, antiutopik asar, “Hayvonlar xo'jaligi haqida g'aroyib qissa”, “Qo'rg'oncha” molxonasi, mustabid tuzum, ozodlik, erk, adolat, Mayor, Napoleon, Snoubol, “Angliya jonivorlari”.

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Kirish

Jorj Oruelning ushbu asari majoziy til bilan yozilgan, totalitar jamiyat va hokimiyatning buzuvchi tabiatning keskin tanqidi bo'lib xizmat qiladigan, o'quvchini chuqur o'yga toldiradigan va turli xil ma'nolarga boy kinoyali, hajviy-siyosiy roman hisoblanadi. Roman 1943-yildan to 1944-yilgacha yozilgan va 1945-yilda Buyuk Britaniyada chop etilgan. Ushbu asar nashr qilingandan keyin turli bahslarga sabab bo'ladi va tanqidga uchraydi. Ushbu asar sababli Britaniya SSSR bilan munosabatlari yomonlashmasligi uchun bu asarga ba'zi senzuralar kiritadi. Ushbu romanga multfilm hamda film suratga olingan.

Asosiy qisim. Ushbu asar fermada bo'lib o'tgan voqea-hodisalar va adolatli va teng huquqli jamiyat o'rnatish umidi bilan avvalgi zolim ferma egasini ag'darib tashagan hayvonlar guruhi atrofida sodir bo'ladi. Voqealar rivoji "Qo'rg'oncha" nomli molxonada sodir bo'ladi. Ferma egasi mister Jons fermasidagi hayvonlarga yomon munosabatda bo'ladi, ularga og'ir ishlarni qildiradi va shu qilgan mehnatlariga yarasha ovqatlantirmaydi ham. Fermadagi hayvonlar ichida eng yoshi kattasi bo'lmish keksa Mayor (hayvonlar uni doim shunday atashardi, holbuki, ko'rgazmalarga olib borganda "Uillington Go'zali" degan nom ostida namoyish etishardi) tilidan shu so'zlar aytiladi: do'stlar, bizning tirikligimizdan nima ma'no bor? Kelinglar haqiqatga adilona qaraydigan bo'lsak: shu qisqa hayotimiz davomida har kungi xo'rliklarda va rahmatli mehnatda o'tadi. Dunyoga kelibmizki bizga o'lmaydigan darajada ovqat berishadi, kuchi bor hayvonlar amallab jon saqlab qolishadi. Og'ir mehnat ta'sirida hech bir ishga yaramay qolsak bizni o'ylab o'tirmay qushxonaga topshirishadi" - deydi. Shu sababli hayvonlar qo'zg'alon ko'tarishadi. Bu qo'zg'olonga mayorning o'zi boshchilik qiladi va ular tezda fermani qo'lga olishadi va uni hayvonlar fermasi deb atashadi. Keksa Mayor vafotidan keyin boshqaruv Napoleon va Snoubol laqabli cho'chqalar qo'lga o'tadi. Ikkala cho'chqa ham aqli bo'lishadi, Snoubol aqli va innovatsion cho'chqa bo'lib, u fermani rivojlantirish uchun turli xil g'oyalar ishlab chiqadi. U boshqa hayvonlar ham aqli bo'lishi uchun ularga ham o'qish va yozishni, tegirmon qurish orqali fermaning hayotini yaxshilashni

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rejalashtiradi. Napoleon esa o'z aqlini hokimiyatni saqlab qolishga sarf etadi. Ular asarda aqlli deb keltirilsa ham biri ijodkorlikda ikkinchisi esa siyosatda yaxshi bo'ladi va bu jihat ikkalasining farqini namoyish etadi. Ular tomonidan 7 ta qonun-qoidalar ishlab chiqiladi, hayvonlar tengligini ta'minlash uchun. Keyinchalik Napoleon o'zining sodiq itlari yordamida Snoubolni fermadan badarg'a qiladi va u haydalganidan keyin Napoleon hokimiyatni o'z qo'liga oladi va avtoritar boshqaruvni amalga oshiradi. U fermada sodir bo'layotgan barcha voqea-hodisalarda Snoubolni aybdor qilib ko'rsatadi. Keyinchalik 2 ta cho'chqa tomonidan yaratilgan qoidalar Napoleon tomonidan asta-sekin o'zgarib boraveradi va boshqaruvni qo'lga olgan Napoleon odamlar singari yashashni boshlaydi, shuningdek uning davrida hayvonlar hayoti mister Jons davridagi dam farq qilmay qoladi: barcha hayvonlar yana og'ir mehnat qilishni boshlaydi faqat cho'chqalardan tashqari. Snoubol chizmalari asosida ular tegirmon qurishni boshlashadi. Ammo bir necha bor tegirmon buziladi va bu ishda Snoubolni ayblashadi. Bu paytda cho'chqalar mehnatda yiroqda bo'lib ular mister Jonsning uyini o'zlarining yashash joyiga aylantirishgandi. Asarda Boksyor laqabli ot ham asosiy qahramonlardan hisoblanadi. U asarda juda mehnatkash, kuchli, berilgan vazifani sidqidildan bajaradigan hayvon sifatida namoyon etiladi. U ham og'ir mehnat natijasida vafot etadi. Uni o'zlarining an'alariga xos tarzda dafn etishadi, ammo uning jasadini Napoleonning sodiq itlari berishadi va bu haqda cho'chqalardan boshqa hayvonlar bilishmaydi. Quyida hayvonlar fermasidagi 7 ta qonun-qoidalar.

1. Ikki oyoqda yurgan barcha narsa dushman.
2. To'rt oyoqli yoki qanotli barcha narsa do'st.
3. Hech bir hayvon kiyim kiymasin.
4. Hech bir hayvon to'shakda uxlamasin.
5. Hech bir hayvon spirtli ichimlik ichmasin.
6. Hech bir hayvon boshqa hayvonni o'ldirmasin.
7. Barcha hayvonlar teng, lekin ba'zilar boshqalardan ustunroq.

Xulosa. O'quvchiga bu asarning boshlanishi o'zbek xalq ertagi bo'lmish "Susambil" elsatadi. Ammo keyingi epizodlarda bu asar undan tubdan farqlana boshlaydi. Jorj Oruell bu asarida hayvonlar orqali insoniyat jamiyatidagi muammolarni tasvirlaydi hamda hayvonlarni ramziy obraz sifatida foydalanadi. Bulardan keksa Mayor Karl Marks va V. Lenin shaxsiyatlarini namoyish etadi. Napoleon esa I. Stalin obrazida namoyon bo'ladi, Snoubol esa Stalin tomonidan chetlatilgan L. Trotskiyni gavdalandiradi. Boksyor esa zulm va oz mablag' evaziga bo'lsa ham og'ir mehnat qiladigan xalq sifatida namoyon etilgan yozuvchi tomonidan. Bundan tashqari Napoleon tomonidan o'zgartirilgan qoidalarda yana bir siyosatchining obrazini ko'rish mumkin. Ya'ni, "barcha hayvonlar teng, lekin ba'zilar boshqalardan ustunroq" - deyiladi. Bunda A. Gitlerning "nemislar oliy darajali irq qolgan guruhlar ulardan past" degan fikriga o'xshashdir.

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СТРУКТУРАЛ ГУРУҲЛАРГА БЎЛИНГАН АЖРАТИЛГАН БЎЛАКЛИ КОНСТРУКЦИЯЛАР ХУСУСИДА

Ч.Тошнўлатова ¹

Аннотация:

Ажралиш ҳодисасига қаратилган кўплаб лингвистик тадқиқотларда тилшунослар ажратилган конструкцияларни структуравий гуруҳларга ажратишда турли усулларга таянганлар. Айрим тилшунослар семантик шерикни бирламчи мезон деб билишса, бошқалари ажратилган элементларнинг грамматик ифодаси ва синтактик вазифаларини таъкидлайдилар.

Калит сўзлар: ажратилган конструкциялар, моделлаштириш, структуравий гуруҳлар, семантик шерик, синтактик муносабатлар.

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Ажратиш ҳодисасини ўрганишга бағишланган кўп сонли илмий-тадқиқот ишларида, ажратилган бўлакли конструкцияларни структурал гуруҳларга ажратишда тилшунос олимлар турли хил методларга таянишган. Улардан баъзи бирлари ажратилган бўлакли конструкцияларни структурал гуруҳларга ажратишда семантик партнерни асосий мезон қилиб олишган бўлсалар, қолганлари эса ажратилган бўлакли конструкцияларнинг грамматик ифодаланишини ва синтактик функцияларини асосий мезон сифатида танлашганлар. Бироқ улар томонидан қўлланилган бундай мезонлар ёрдамида ажратилган бўлакли конструкцияларни маълум даражада тўлиғича структурал гуруҳларга ажратиш бўлмайди, чунки бу ерда қайд қилинган мезонлардан ташқари бошқа мезонлар ҳам мавжуд. Бунинг учун шундай йўл танлаш лозимки, унинг ёрдамида кўзланган мақсадга эришиш мумкин. Бундай йўл – бу ажратилган бўлакли конструкцияларни ва улар бевосита боғлиқ бўлган изоҳланувчи компонентларни моделлаштиришдир. Фақат моделлаштириш туфайли ажратилган бўлакли конструкцияларни тўлиғича структурал гуруҳларга ажратиш мумкин. Шунинг эътирофи эътибори ҳолда, ажратилган бўлакли конструкцияларни қуйидаги моделлар ёрдамида структурал гуруҳларга ажратиш лозим деб топамиз:

- Pr+Pr (Pronomen+ Pronomen);
- Pr+Sg (Pronomen+Gattungsnamen);
- Pr+Se (Pronomen+Eigennamen);
- Sg+Sg (Gattungsnamen+Gattungsnamen);
- Sg+Se (Gattungsnamen+Eigennamen);
- Se+Sg (Eigennamen+Gattungsnamen);
- Se+Se (Eigennamen+ Eigennamen);
- Pr+Se+Pr (Pronomen+Eigennamen+Pronomen).

Демак бу ерда қайд этилган моделлар ёрдамида ажратилган бўлакларнинг структурал гуруҳларини қуйидагича моделлаштириш мумкин. Моделлаштиришда биз изоҳланувчи билан изоҳловчи компонентнинг бир-бирларига бўлган синтактик муносабатларини асосий мезон қилиб танладик, бу эса ажратилган бўлакларнинг қуйидаги моделларини юзага келишига сабаб бўлди: Pr + Pr; Pr + Sg; Pr + Se; Sg + Sg; Sg + Se; Se + Sg; Se + Se; Pr + Se + Pr .

¹ Ч.Тошнўлатова, СамДЧТИ магистранти

Энди ана шу моделлар ёрдамида ажратилган бўлакларга хос бўлган айрим хусусиятларни изоҳлашга ўтамыз.

I. Pr + Pr модели бўйича:

1. Wir hatten getrunken, er und ich (L.Feuchtwanger. Narrenweißheit, S.227).

2. Es mußten viele sein, vielleicht alle (H.Fallada. Wer einmal aus dem Blechnapf frisst, S.417).

3. Wir haben alle an Hitler geglaubt, auch er und ich (A.Seghers. Die Entscheidung, S.286).

II. Pr + Sg модели бўйича:

4. Da ist sie also, die Mutter des jungen Hartwig (I.Harder. Die Frau vom Ziegelhof, S.92).

5. Sie war, die Neunjährige, schwarz gekleidet (I. Harder. Die Frau vom Ziegelhof, S.337).

6. Wir, deine Frau und ich, helfen uns gegenseitig (I. Harder. Die Frau vom Ziegelhof, S.248).

III. Pr + Se модели бўйича:

7. Sie haben also recht, die Tirschenreuth und der Hravliczek, der tückische Zwerg (L.Feuchtwanger. Die Brüder Lautensack, S.201).

8. Sie saß auf ihrem Schloß, Maultasch (L.Feuchtwanger. Die häßliche Herzogin Margarete Maultasch, S.151).

IV. Sg + Sg модели бўйича:

9. Die Bevölkerung wird an der Suche beteiligt, sogar die großen Schulkinder (I.Harder. Die Frau vom Ziegelhof, S.260).

10. Zwischen beiden auf dem Schreibtisch ist ein Gewusel von Papieren, aber auch Bierflaschen, eine Kognakbudel, Gläser (H.Fallada. Wer einmal aus dem Blechnapf frisst, S.236).

11. Ein fremdes Paar stieg aus, gutgekleidete Stadtleute (A. Seghers. Die Entscheidung, S.574)

V. Sg + Se модели бўйича:

12. Zwei Weißhaarige sind unter ihnen Sophie Jaroslavski und Solonjenko (A.Seghers. Aufstand der Fischer von St. Barbara, S.138).

13. Die Fernstehenden, Josephs Leute hier und das Jaakobsvolk dort, hatten dem nahvertrauten Gespräch der beiden ehrfürchtig zugesehen (T. Mann. Joseph und seine Brüder, S.478).

14. Zwei Angestellte des Kossin Werkes, Müller und Fierlap, fuhren mit dem Ingenieur Riedel nach Rödersheim (A.Seghers. Die Entscheidung, S.298).

VI. Se + Sg модели бўйича:

15. An der Tür steht Hans, sein Ältester (K.Grünberg. Cloria Victoria, S.249-250).

VII. Se + Se модели бўйича:

16. Papsts und Bollions steigen aus ihren Kutschen, Vogts aus dem Auto (I.Harder. Die Frau vom Ziegelhof, S.222).

VIII. Pr + Se + Pr модели бўйича:

17. Wir, Martchen und ich, freuen uns (I.Harder. Die Frau vom Ziegelhof, S.199).

18. Wir, Ilse und ich, müssen ja auch so fruh raus (I.Harder. Die Frau vom Ziegelhof, S.305).

19. Wir wollen zusammen ins Biebricher Schloßcafe gehen, Nora und ich und Helmut und Vatorel und seine schöne Frau (I.Harder. Die Frau vom Ziegelhof, S.418).

Энди бу ерда келтирилган мисолларнинг таҳлилига тўхталамиз. Ажратилган бўлакларнинг матнлар таркибида қўлланилиши ва ёйилиши даражасига, шунингдек уларнинг ифодаланиш хусусиятлари ва ниҳоятда изоҳланувчи компонентларига нисбатан билдириб келаётган синтактик, стилистик ва маъно хусусиятларига қараб

моделлаштириш уларни саккизта структурал гуруҳларга бўлиб ўрганишни тақозо этмоқда.

Бироқ моделлаштириш орқали ажратилган бўлақларни структурал гуруҳларга ажратиш бу билан чегараланиб қолмайди, аксинча бундай гуруҳлар сон жиҳатдан ҳам сифат жиҳатдан ҳам кенгайтирилиши мумкин, чунки биринчидан уларнинг кенгайишига матнлар устида олиб борган кузатишларимиз асос бўлса, иккинчидан эса бу ерда намойиш этилган ажратилган бўлақларнинг синтактик, семантик, стилистика ва коммуникатив хусусиятлари сабаб бўлади. Мисоллар таҳлилига кўра, ажратилган бўлақлар ўзлари бевосита боғлиқ бўлган изоҳланувчи компонентларга, яни семантик партнерларга нисбатан қўшимча маъно изоҳлаб келади. Улар томонидан семантик партнерларга нисбатан изоҳланаётган қўшимча маъно орқали изоҳланувчи компонентларнинг маъно хусусиятлари конкретлаштирилади, аниқланади, яъни номаълум характердаги маъно аниқланади, мавҳум характердаги маъно эса конкретлаштирилади. Ажратилган бўлақларга хос бўлган бундай маънолар уларга хос бўлган стилистик функциялар ёрдамида кенгайтирилади, ажратилган бўлақларга хос бўлган стилистик функциялар турлича шаклланиши мумкин: биринчидан мураккаб фикрни содда, ихчам ва таъсирли ифодалайди; иккинчидан, семантик партнерга нисбатан турли позицияларда келади: жумладан, №3, 5, 6, 10, 13, 14, 15, 18 – рақамли мисолларда ажратилган бўлақлар семантик партнерларга нисбатан ёнма-ён турса; №1, 2, 7, 8, 9, 11, 12, 16 – рақамли мисолларда эса ажратилган бўлақлар ўзлари бевосита боғлиқ бўлган изоҳланувчиларга нисбатан маълум масофада туради, яъни улар орасида қандайдир оралиқ унсурлари келади; учинчидан ажратилган бўлақлар, ёлғиз яъни якка ҳолда ифодаланиши мумкин: №5, 8, 11, 15-рақамли мисолларда; кенгайтирилган шаклларда келиши мумкин - №1, 2, 3, 4, 6, 7, 9, 10, 12, 13, 14, 16, 17, 18; тўртинчидан ажратилган бўлақлар изоҳланувчи компонентларга нисбатан интерпозиция ҳолатида келиши мумкин, №5, 6, 7, 13, 14, 17, 18-рақамли мисолларда, ё бўлмаса, постпозиция ҳолатида келиши мумкин, №1, 2, 3, 4, 9, 10, 11, 12, 15-рақамли мисолда.

Ажратилган бўлақларни моделлаштириш орқали структурал гуруҳларга бўлиб ўрганиш қуйидагича хулосаларга олиб келиши мумкин: а) моделлаштириш ажратилган бўлақларнинг ва изоҳланувчи компонентларнинг қайси гап бўлаги ёрдамида ифодаланиб келишини аниқ кўрсатувчи омилдир; б) ажратилган бўлақларнинг содда гап таркибида иштирок этиши натижасида содда гаплар янгича синтактик табиатга эга бўлади, улар бундай ҳолатларда содда гап шаклида эмас, балки мураккаб гап шаклида таҳлил қилинади; бу билан немис тили синтаксиси доиарсида янги бир мустақил соҳанинг юзага келишига сабаб бўлади, аниқроғи мураккаб гап синтаксиси пайдо бўлади; в) ажратилган бўлақларни кўп сонли фактик материаллар асосида ўрганиш, уларга хос бўлган, бироқ ҳозирги кунгача бирон-бир илмий-тадқиқот ишининг текшириш объекти бўлган томонларини очишга яқиндан ёрдам беради.

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**THE THEORY OF INTERCULTURAL
COMMUNICATION AND THE ESSENCE OF
TRANSLATION IN MODERN LINGUISTICS**

**ТЕОРИЯ МЕЖКУЛЬТУРНОЙ
КОММУНИКАЦИИ И СУЩНОСТЬ
ПЕРЕВОДА В СОВРЕМЕННОМ
ЯЗЫКОЗНАНИИ**

SECTION II

THE THEORY OF INTERCULTURAL COMMUNICATION AND THE ESSENCE OF TRANSLATION IN MODERN LINGUISTICS

ТЕОРЕТИЧЕСКИЕ ОСНОВЫ ИЗУЧЕНИЯ ИНТЕНЦИОНАЛЬНЫХ ИМПЛИКАТУР

*Махкамова Г.Т.¹**Аннотация:*

Специалисты английского языка нуждаются в специальных прагмалингвистических знаниях, чтобы адекватно обмениваться смыслами и преодолевать недопонимание в межкультурном общении. В этих целях в статье анализируются интенциональные импликатуры на базе демонстративно-логической модели вывода смысла.

Ключевые слова: прагмалингвистика, межкультурная прагматика, логическая прагматика, интенциональные импликатуры, демонстративно-логическая модель вывода.

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С расширением спектра исследований в области прагмалингвистики многие идеи теоретико-прикладного характера рассматриваются с позиции других подходов и, соответственно, у специалистов возникают проблемы с осознанием определенных концепций и моделей анализа в новом ключе.

Известно, что в рамках прагмалингвистики особое место занимает исследование функциональных и социокультурных/межкультурных аспектов языка в термине «использование» языковых единиц или речевых актов, поэтому появились новые области знаний такие как «межкультурная прагматика» и «когнитивная прагматика». В рамках данной статьи хотелось бы осветить сущность интенциональных импликатур и их декодирование с позиции отмеченных концепций.

Межкультурная прагматика рассматривает как используется язык в социальных контактах между людьми, говорящих на иностранном языке и принадлежащих к разным культурам [Махкамова 2019]. Коммуникативный процесс в отмеченных условиях представляет собой синергетику определенных прагматических норм, принятых в той или иной общности и возникающих в ходе конструирования когнитивных структур и смыслов. Известно, что прагматика означает «язык в действии», или же в методической трактовке – это использование языка/оперирование языковыми средствами с учетом ситуативного и культурного контекстов [Махкамова 2019]. В случае не учёта данных видов контекстов наблюдается недопонимание, что порой приводит к срыву общения или культурному шоку. В данном случае речь идет о межкультурной интерференции, сущность которой может быть рассмотрена не только лингвистически, но и в ракурсе когнитивно-коммуникативной деятельности [См. Махкамова 2010; Makhkamova & Jalolov 2022].

Когнитивный подход к исследованию в лингвистике способствовал появлению когнитивной или логической прагматики, где акцент делается на исследование

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механизмов когнитивной обработки (когниций), непосредственно связанных с логическими операциями.

Перейдем к рассмотрению сущности интенциональной имплицатуры, поскольку ошибочное понимание смысла высказывания и является основным источником коммуникативных неудач [Moeschler 2004], т.е. речь идет о межкультурной (прагматической) интерференции.

В научной литературе под имплицатурой понимают информацию или смысл сказанного, представленного в скрытой форме и выводимого из контекста и имеющихся фоновых знаний собеседников [Кригер, 2020]. Значит, контекстуально подразумеваемые представления и есть имплицатуры [Тунникова 2005, с.18]. По словам Г.П.Грайса [1975], говорящий сообщает гораздо больше того (имплицатура), что транслируют его слова (эксплицатура). Другими словами, коммуникант, выражая свое намерение (речевой акт), вкладывает свой смысл, который должен адекватно замыслу интерпретироваться и требует соответствующей реакции со стороны партнера по общению. Поэтому интенциональные имплицатуры подвергаются «распаковке», поскольку контекст намерения задает ее иллюкативную силу и «находит свое окончательное воплощение в перлокутивном эффекте высказывания» [Тунникова 2005, с. 19]. Существуют определенные трудности в ходе интерпретации – что подразумевалось в высказывании.

В ходе смысловой «распаковки» интенциональных имплицатур важными становятся следующие аспекты, которые взаимосвязаны и взаимообусловлены: 1) экстралингвистический аспект (ситуация, социальные роли); 2) функционально-семантический аспект, семантика выводится из ситуативного и культурного контекста использования речевых актов; 3) когнитивный аспект видится в осознании механизмов восприятия, понимания и интерпретации смыслов исходя из общего языка и фоновых знаний; 4) лингвистический аспект организации речи (в нашем случае – интенции) с помощью вербальных средств [Ср.: Красных 1999].

С учетом отмеченных аспектов, коммуникация рассматривается «не как трансляция информации, а как демонстрация смыслов человеком и ситуации общения» [Тунникова 2005, с.21], а сам прагматический аспект производства и интерпретации смыслов «зависит от системы внеязыковых отношений и сознания (коннотаций), вследствие которых необходимо анализировать собственно-прагматические и коннотативные значения в момент акта коммуникации» [Кригер 2020].

Анализ научной литературы в данном русле исследования показывает, что в когнитивном плане идея изучения «интеракциональных имплицатур» базируется на постулатах теории релевантности, в частности, на демонстративно-логическом характере языковой коммуникации и различий между эксплицатурой и имплицатурой [Sperber & Wilson 1995]. Поэтому и используется демонстративно-логическая модель выводы смысла из интенции (Ostensive-Inferential Communication). Известно, что коммуниканты склонны к атрибуции (приписывание или перенос значений в виду опыта в родной лингвокультуре), что приводит к искажению смысла, т.е. к изменению семантики высказывания. А цель когнитивной или логической прагматики и состоит в том, чтобы объяснить, как слушатель делает вывод о том, что говорящий вербализирует, на основе предоставленных доказательств [Sperber & Wilson 1995]. Следовательно, релевантность в прагматическом плане предполагает непосредственное обращение к фоновым знаниям с учетом фоновых ожиданий (пресуппозиций). Так, концептуальные основы релевантности обосновываются учеными [Sperber & Wilson 1995] под ракурсом максимы релевантности в рамках принципа сотрудничества, описанной Г.П. Грайсом [1975, 1985]. При этом, высказывается мнение о том, что релевантность выступает потенциальным свойством не только

высказываний и других наблюдаемых лингвистических явлений, но и мыслей, воспоминаний и умозаключений. Поэтому любой внешний стимул или внутренняя репрезентация, являющимися входными данными для когнитивных процессов (input), могут быть релевантными для индивида лишь в определенный момент времени. Особый интерес представляют умозаключения ученых о том, что в соответствии теории релевантности, высказывания одного коммуниканта (говорящего) повышают ожидания у слушающего в термине «релевантности» не потому, что говорящий соблюдает общие максимы кооперации или другие коммуникативные правила (например, вежливости), а потому, что поиск релевантности является главной особенностью процесса познания, где задействуются логические операции вывода смысла [Sperber & Wilson 1995]. Следовательно, знание общего языка не является достаточным условием для организации успешной коммуникации - необходимо логическое развертывание смысла намерения говорящего с учетом экстралингвистического контекста. Поэтому продвигается идеи о синергетике процессов кодирования и декодирования знаков (модель кода) и логических механизмов синтеза прошлого и нового опыта (модель логического вывода) [См.: Wilson & Sperber 2003; Delliponti 2022]. Иными словами, демонстративно-логическая модель (Ostensive-Inferential Communication) позволяет провести комплексное измерение вербальной коммуникации и логических механизмов вывода смысла. Отсюда вытекает необходимость комбинирования принципов релевантности, импликации, кооперации (максимы количества, информативности как качества, отношения) и вежливости [Levinson 2000; Moeschler 2004; Sperber & Wilson 1995; Wilson & Sperber 2003]. В виду этого, принцип релевантности должен также рассматриваться с позиции когнитивного и коммуникативного аспектов [Sperber & Wilson 1995]. В этих целях вводится понятие «максимальная релевантность»: если когнитивные механизмы играют решающую роль в процессах вывода, то поиск релевантной информации запускается требованием максимальной релевантности или коммуникативной значимостью информации [Wilson & Sperber 2003, с.610]. Выявлено, что демонстративный уровень может быть оптимально релевантным если: а) оправданы усилия собеседника по его обработке; б) совместимы со способностями и предпочтениями собеседника [Кригер 2020, с.10]. Основная причина межкультурных недоразумений, обуславливается способностями и предпочтениями коммуникантов (допускают ошибочное толкование полученного высказывания (слушаний), или из-за ошибочной оценки способностей и предпочтений слушающего со стороны говорящего) [Кригер 2020, с.10]. В виду этого выдвигается идея об обогащении семантики экспликации в ходе вывода импликации на базе логики и пропозиции [Wilson & Sperber 2003; Moeschler 2004; Кригер 2020].

В лингводидактическом плане демонстративно-логическая модель вывода смысла намерения может выступать когнитивно-коммуникативной моделью общения и обучения в контексте развития прагматической компетентности [Delliponti 2022]. Данная модель как теоретическое построение объясняет общение с точки зрения лингвистических средств выражения мыслей, процессуальных способностей к распознаванию и адекватной интерпретации коммуникативных намерений говорящего [Delliponti 2022].

В заключение хотелось отметить, что в контексте развития прагматической компетенции специалистов иностранных языков (преподавателей, филологов, переводчиков) необходимо фокусироваться на выработку стратегических умений, способствующих успешному кодированию и декодированию смыслов с учетом контекста и когнитивных механизмов вывода смысла. В данном случае, речь должна идти о совокупности лингвистических, пространственно-временных, когнитивных и социокультурных координат, в которых происходит общение.

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ZAMONAVIY ILM-FAN TARAQQIYOTIDA MADANIYATLARARO MULOQOTNING DOLZARB VAZIFALARI

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Annotatsiya:

Yangi O'zbekistonning ilm-fan taraqqiyotiga keng imkoniyatlar yaratib berishi xalqning jahondagi turli tillarda so'zlashuvchi xalqlar madaniyatlararo muloqotining rivojiga olib keldi. O'zining zamonaviy ta'lim dasturlari asosida lingvistik jarayonlarni rivojlantirib, jamiyatning tilga bo'lgan ehtiyojini chet tillarni yosh avlodga keng ko'lamda o'rgatishni kuchaytirishi bilan alohida ahamiyatga ega bo'ldi.

Kalit so'zlar: ta'lim, madaniyatlararo muloqot, jamiyat, shaxs, integratsiya, axloqiy qadriyatlar, bag'rikenglik, siyosiy ong.

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Yangi O'zbekistonning "Harakatlar strategiyasi" jamiyatda o'z oldiga qo'yan maqsadlar kesimida xorijiy tillarni o'rganish borasida beryoqlamalikdan yiroqlashib, zamonaviy dunyo bilan sobitqadamlik asosida yashashni ko'zladi. Unda inson manfaat va ehtiyojlari asosiy masala bo'lib, tilga e'tibor siyosiy tafakkur darajasida ijtimoiy institutlar faoliyatida mujassamlashadi. Jamiyatda xalq bilan madaniyatlararo muloqotning kengayishi masalasi voqelik bilan dialektik aloqadorlikda yo'lga qo'yildi. "Ota-bobolarimiz ilm o'rgatish bilan birga farzandlarimizga avloddan-avlodga o'tib kelayotgan milliy-ma'naviy, axloqiy qadriyatlarni singdirganlar". O'zbeklarning aksariyati yaqin odamlarning, qo'shnilarining omon-esonligi, turmushining mustahkam bo'lishi, farzand tarbiyasini bir-birlari bilan doimiy muloqotda bo'lishni birinchi o'ringa qo'yadi. Bu qadimdan o'zbek xalqining kindik qoni to'kilgan zaminga, ajdodlarining qadriyatlariga mos milliy tilni rivojlantirishga olib keladi. "Madaniyatlararo muloqot – madaniy faoliyat turi sifatida yoshlar siyosiy ongining o'zgarishlarini tartibotga parallel holda axloqiy me'yorlar bilan tartiblashtiradi. U jamiyatda shaxslar o'rtasidagi o'zaro manfaatlarni hisobga olish, halollik, poklik, bag'rikenglik, ishonchlik kabi fazilatlarining amal qilinishini anglatadigan tushunchadir". Shu o'rinda qo'ni-qo'shnichilikni madaniyatlararo muloqotga misol qilib keltirsak, unda turli millat vakillari bo'lgan qo'shnilar o'rtasida o'zaro ishonch, xabar olish va moddiy yordam berish umuminsoniy qadriyat sifatida birinchi o'ringa qo'yilgan. Ular orqali turli madaniyatlar bir nuqtada kesishib, xalqlarning bir-birlari bilan dialektik aloqadorliklari kengayib borgan. O'zbek xalqi ham azaldan ichki va tashqi aloqalarni mustahkamlashda siyosiy ongga urg'u bergan.

Shu ma'noda ham obyektiv jarayon sifatida madaniyatlararo madaniyatda tilning qadriyatli tomonlari shakllangan. Tarixiy taraqqiyotning notekis rivojlanish qonuniyatiga mos ravishda tilning ko'lami, chegarasi, amal qilish muddatlari xilma-xil bo'lishi tabiiy jarayondir. U insoniyat va mamlakatlar taraqqiyotiga o'z ta'sirini o'tkazishi bilan birga, ilm-fan, texnika va texnologiyaning rivojlanishiga hamda ularning jahonda keng ommaviylashuviga, insonlarning moddiy farovonligining oshishiga uzining ijobiy ta'sirini o'tkazuvchi omil hisoblanadi. Zamonaviy ilm-fanga monand madaniyatlararo muloqotning qadriyatli jihatlari ko'proq uning targ'ibotchilari bo'lgan shaxslarning keng tafakkuriga ham

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bog'liq. Shaxsning madaniyatlararo muloqotga kirishishi turli tillarda, turlicha ijtimoiy muhitlarda, individual yoki jamoaviy tarzda kechishishi mumkin. Jahonda taraqqiyot yo'lidan borayotgan va taraqqiyotdan orqada qolayotgan mamlakatlarning texnik va texnologik jihatdan bu madaniyatlararo muloqotga bog'lanib qolayotganligi tilning umuminsoniyatga xizmat qilish funksiyasini o'zgartirib yubormoqda.

Jamiyatda til orqali fuqarolarning ning madaniyatlararo muloqot qilishi asosida faol shaxsga aylanishi, jamoaviy tendensiyalarni ijtimoiy birliklar bilan bog'lash dolzarb ahamiyatga ega. "Lekin ular o'zlarining bilim saviyasini oshirish, intellektual salohiyatini mustahkamlash, mamlakat taraqqiyoti va xalq farovonligi yo'lida foydalanishga harakat qilsalar, bu, o'z navbatida, nafaqat mamlakatning ma'naviy-ma'rifiy, balki siyosiy mustahkamligini mustahkamlashda amaliy ahamiyatga ega bo'ladi". Shunday qilib, ilm-fan taraqqiyoti madaniyatlararo muloqot bilan chambarchas bog'liq bo'lib, keyingi paytlarda u taraqqiy etgan dunyoda o'zlarining siyosiy hukmronligini o'rnatish omiliga aylanib bormoqda.

Aslida madaniyatlararo muloqot - insonning dunyoni o'zlashtirishda tabiat va jamiyatdagi dialektik aloqadorlikni hosil qilishi asosida o'z madaniy salohiyatini boyitishi, ularning natijasi o'laroq yuzaga kelgan moddiy borliqni tushunishdir. Unda uchta muhim jihatga: a) inson faoliyati bilan bogliqligiga; b) inson tomonidan o'zlashtiriladigan tabiiy ne'matlarga; v) insonning ularni yaratishdagi salohiyatiga asosiy e'tibor qaratilgan. Haqiqatan ham, madaniyatlararo muloqot insonning jismoniy hamda aqliy faoliyati natijasida yuzaga keladigan moddiylikning aks etishi va ma'naviylikning ustunligidan iborat. Ya'ni, insonning aql-zakovat va jismoniy salohiyati bilan yaratilgan barcha moddiy boyliklar bir vaqtning o'zida moddiy va ma'naviy qadriyati hisoblanadi. Umuman olganda, har bir millat yoki xalqning asrlar davomida yaratgan qadriyatlari avlodlar uchun namuna, yoshlarning hayot yo'lini topishida mayoq vazifasini bajaradi. Bugun bu haqiqat o'zbek xalqining yoshlari amaliy faoliyatida o'zining yorqin isbotini voqelikda ko'rsatib turibdi.

Umuminsoniy qadriyatlarni, xususan, jamiyatning qadriyatli tomonlarini o'rganishda faylasuflar o'zlarining asarlarida madaniyatlararo muloqotga e'tibor qaratganlar. Ular o'z davrining yetuk nazariyalarini yaratibgina qolmasdan, xalqning hayot yo'lini boyitishga qaratilgan bebaho asarlarini yozib ham qoldirganlar. Har bir ta'limot va nazariyaning negizida muayyan madaniyatlarning kesishuvi, xalqning amal qilish mexanizmlari ifodalanadi. O'zbek xalqining ham mukammal axloq normalariga ega madaniyatlararo muloqoti mavjud bo'lib, ulardan insonning qay darajada foydalanishi muhimdir. Bunda, birinchidan, madaniyatlararo muloqot jamiyat uchun ozuqa vazifasini bajarib, inson irodani mustahkamlaydi. U davlatda muayyan sub'ektlarni birlashtirub, tilning mukammalligini oshiradi. Ikkinchidan, madaniyatlararo muloqotda inson harakatchanlikni oshirib, qadriyatlarni boyitadi. Bu harakatchanlik tufayli ommaning ongini yangilab turishi, qadriyatlarga nazariy yondashuvi natijasida o'zgarib boradi. Bunday faoliyatda guruhlar manfaati uchun ijtimoiy institutlar bilan birlashuvi, manfaatli maqsadlarni bajarishi muhim dialektik holat sanaladi.

Jamiyatda madaniyatlararo muloqotni siyosiy iroda orqali singdirish, mavjud tizimning axloqiy degradatsiyasini yo'qotish, shaxsning muayyan tabaqalar bilan bog'lanishlarni mo'tadillashtirish o'zining ijobiy jihatlariga ega. Xalqimiz hayotida jamoa bo'lib yashash ruhining ustuvorligini, xalq ongida ustuvor bo'lgan fikr, do'st va yaxshi qo'shni bo'lib, tinchlik va totuvlikda, yaqindan hamkorlikda yashashni, oila, mahalla, el-yurt, Vatan tushunchalarini muqaddas bilishni inson ongiga yoshlikdan har bir ota-ona tomonidan milliy ruhda singdirib boriladi. Shaxsning ulg'ayishida birlamchi bug'inlar sifatida ota-onaning roliga, mahalla jamoalariga, rahbarlarning jamoadagi yutuqlariga yuksak hurmat-e'tibor ko'rsatish, butun jamiyatni hurmat qilishni, millatning o'lmas ruhi, millat ma'naviyatining hayotbaxsh manbai sifatida ona tiliga muhabbat uyg'otish, uni sevishtirish, kattalarga hurmat-ehtirom, kichiklarga izzat-e'tibor degan qoidaga amal qilishni o'rgatish barchamizning vazifasidir. Millatning

ruhiyatiga singib ketgan madaniyatlararo muloqot orqali voqelikda ma'rifatpararlikni kuchaytirish, ta'lim-tarbiyaning jamiyat ongidagi rolini bilish muhimdir. Mamlakatning madaniyatlararo muloqot dunyosini xalqining e'tiqodida "O'zbekiston – yagona Vatan" – degan ulug' nom bilan shakllantirish va rivojlantirishda siyosiy ong doimo dolzarb bo'lib kelgan. Siyosiy ongni anglash millatning tili, urf-odatlar, qadriyatlari, hududiy yagonaligi, ma'naviyatdagi muloqotning keng ko'lamliligi milliylikni yuksaltirish dialektik yondashuv negizida boyib boradi. Inson hamisha intiluvchanligi, innovatsiyalar olamida yashashi, jamiyatning geniratori bo'lishiga intilishi bilan doimo faoldir.

Har bir shaxsning huquqlarini madaniyatlararo muloqot orqali dialektik o'zaro ishonchini mustahkamlash, o'zaro hamkorliklarni yo'lga qo'yishda xalqaro munosabatlarni rivojlantirishda dolzarb hisoblanadi. Jamiyatda insonlarning muloqoti madaniyatlararo muloqotlar doirasida rivojlanib boradi. Uning tez rivojlanishiga sabab ham bugungi yoshlarning davlat islohotlarida izchillik, millatlarning bir-birlarini qo'llab-quvvatlashlari va ijtimoiy hamkorlik aloqalari yotadi. Shu boisdan, "dunyo hamjamiyatidan munosib o'rin egallashni maqsad qilib qo'ygan har qaysi davlat avvalo o'z xalqining milliy tili va madaniyatini asrab-avaylashga, rivojlantirishga intiladi". Zamonaviy jamiyatda madaniyatlararo muloqotni kuchaytirishdan maqsad ham ana shu til va madaniyatning birligini, voqelikda namoyon bo'lishini mustahkamlashdir.

Mamlakatlar taraqqiyoti qadimdan boshqa davlatlar bilan madaniyatlararo muloqot negizida tartibotlarni vujudga keltirgan. Ular turli xalqlar ehtiyojlarining umumiy tomonlarini birlashtirib, insoniyat uchun barqaror rivojlanish yo'lini izlaganlar. Bu jarayon muhim va samarali bo'lib, madaniyatlar kesimida uslubiy va amaliy mexanizmlarni yaratish kerak. Jamiyat hayotining yadrosi – bu madaniyatlararo muloqotni kuchaytirish, xalqlar bilan aloqalarni kengaytirish sanaladi. Fuqarolik jamiyatini qurish jarayonida turli xalqlar e'tirof etadigan xalqaro maydondagi madaniyatlararo muloqotda o'z innovatsion qiyofasini tadbqiq qilish aniq maqsadlarni beradi.

Xulosa qilib aytganda, madaniyatlararo muloqot insoniyat rivojlanishi uchun turli sinovlarni yengib o'tishida o'zaro aloqalarni mustahkamlab, xalqlarni bir maqsad sari birlashtiradi. O'z navbatida yoshlarning siyosiy ongiga ta'sir etadigan azaliy qadriyatlarni saqlab qolishga, siyosiy irodani madaniyatlararo muloqot madaniyati asosida yangilashga xizmat qiladi. Qadriyatlarni dialektik yondashuv bilan uyg'un faollashtirish, milliy manfaatlariga salbiy ta'sir qiladigan tafovutlardan asrash, barqaror hamkorlikni siyosatda ifodalash zarur. Voqelikda siyosiy dunyoqarashni madaniyatlararo muloqot aloqalari bilan yoshlar turmushiga singdirib borish xalq uchun keng imkoniyatlar yaratib beradi.

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MADANIYATLARARO MULOQOTNI SHAKLLANTIRISHDA KIYIM-KECHAKKA OID IDIOMATIK BIRLIKLARDAN FOYDALANISH XUSUSIDA

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Annotatsiya:

Mazkur maqolada tarkibida kiyim-kechak nomlari bo'lgan turli tillardagi ibora va maqollarning madaniyatlararo muloqotni shakllantirishdagi ahamiyati tahlil etilgan. Shuningdek, unda ingliz, nemis, rus va o'zbek tillaridagi idiomatik ifodalar semantik jihatdan qiyoslanilgan.

Kalit so'zlar: madaniyatlararo muloqot, ma'naviy qadriyatlar, kiyim-kechak, idiomatik ifodalar, frazeologik birlik, maqol.

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Ma'lumki, har qanday kiyim jins, yosh, milliylik va boshqa xususiyatlarni o'zida aks ettiradi. Shu boisdan ham istalgan xalq tomonidan yaratiladigan ma'naviy qadriyatlarda, xususan, xalqning ibora va maqollarida kiyim-bosh tushunchasi muhim ahamiyat kasb etadi.

Shunisi qiziqki, ayrim kiyim-kechak nomlari bilan hosil qilingan frazeologik birliklar turli tillarda to'liq ma'nodoshlik hosil qiladi. Masalan, turli tillaridagi quyidagi iboralar aynan shunday xususiyatga ega:

ingliz tilida: **to roll up one's sleeves** = nemis tilida: **die Ärmel hochkrempeln** = rus tilida: **засучив рукава** [1] = o'zbek tilida: **yeng shimarib** (ma'nosi: qat'iyatlik bilan; tirishqoqlik bilan) [3].

Yoki, "yubka" Yevropa ayollari kiyadigan kiyim turi bo'lganligi bois, bu so'z ishtirokida hosil qilingan ingliz, nemis va rus frazeologiyalari deyarli bir xil semantik ma'no kasb etadi, ya'ni: ingliz tilida: **to hide behind a mother's skirt**, nemis tilida: **an Mutters Schürzenzipfel hängen**, rus tilida: **держаться за мамину юбку**. [1]

"Yubka" so'zi o'rnida mazkur iboraning o'zbek tilidagi muqobil variantida "etak" so'zi tayanch so'z vazifasini bajaradi: onasining etagidan tutmoq.

Shunisi e'tiborga molikki, kiyim-kechak nomlari bilan bog'liq ibora va maqollar turli til guruhlariga mansub tillarda nafaqat semantik ma'nosi, balki yana tarkibiy tuzilishi bilan ham madaniyatlararo muloqotda o'zaro o'xshashlikka egadir. Masalan, rus tilidagi **"по одежке протягивать ножки"** (so'zma-so'z tarjimasini: kiyimiga qarab oyog'ini cho'zmoq), ingliz tilidagi **"to cut the coat according to the cloth"** (so'zma-so'z tarjimasini: kiyimiga qarab paltoni kesmoq), nemis tilidagi **"sich nach der Decke stricken"** (so'zma-so'z tarjimasini: o'z choyshabiga qarab cho'zilmoq) iboralarini [1] o'zbek tilidagi **"Ko'rpangga qarab oyoq uzat"** maqoli bilan muqobildir. Ko'rinib turibdiki, bu ifodalarning rus va ingliz tillaridagi variantlarida asosiy tayanch so'z sifatida **"kiyim"** atamasi ishlatilgan, uning nemischa va o'zbekcha muqobillarida esa bunday tayanch so'z sifatida kishi uxlaganda ustiga yopadigan buyum turi (nemis tilida: *die Decke*, o'zbek tilida: *ko'rpa*) qo'llanilgan.

Yoki, boshqa bir maqolning bu tillardagi talqiniga e'tibor qarataylik: rus tilidagi **"по одежке встречают, по уму провожают"** (so'zma-so'z tarjimasini: kiyimiga qarab kutib olinadi, aqliga qarab xayrlashiladi), ingliz tilidagi **"good clothes open all doors"** (so'zma-so'z tarjimasini: yaxshi kiyimlar barcha eshiklarni ochadi), nemis tilidagi **"Kleider machen Leute"** (so'zma-so'z tarjimasini: kiyim odamni odam qiladi) ifodalari [1] o'zbek tilidagi "Kiyim

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– odamning ko‘rkidir” [3] maqoliga muvofiq keladi. Mazkur maqollar turli tillarda hosil qilinganiga qaramay, ularning barchasida “kiyim” so‘zidan tayanch so‘z sifatida foydalanilgan.

Kiyim-kechak nomlari bilan hosil qilingan ibora hamda maqollarga e‘tibor qaratish ekanimiz, ularning aksariyatida kishilarning dini, millatidan qat’iy nazar barcha yer yuzi aholisi uchun an’anaviy bo‘lgan kiyim-boshlar, xususan, *shim, kuylak, tufl, paypoq* kabi so‘zlar tayanch so‘z vazifasini o‘tashining guvohi bo‘lamiz. Bir qator tillarda bunday birikmalarning muqobil variantlari mavjuddir. Jumladan, o‘zbek va nemis tillaridagi quyidagi frazeologik va paremiologik birliklar bunga yaqqol misol bo‘la oladi:

sich ins Hemd / sich in die Hose machen [1] (ma’nosi: seskanib ketmoq, nimadandir qattiq qo‘rqmoq). Bu nemis iborasiga semantik jihatdan juda mos keluvchi frazeologik birlikma o‘zbek so‘zlashuv tilida quyidagicha ko‘rinish kasb etadi:

qo‘rqqanidan ishtonini ho‘l qilib qo‘ymoq.

Yoki: nemis tilida:

die Hosen anhaben (ma’nosi: oilaning boshchisi bo‘lmoq, ishning jilovini qo‘lga olmoq);

o‘zbek so‘zlashuv tilida: *shim kiyib yurmoq* (erkak kishi ekanligining ifodasi sifatida).

Nemis tilida: **die arme Socke sein** (ma’nosi: o‘ta achinarli holga tushmoq);

Mazkur iboraning o‘zbek tilidagi muqobilida ham tayanch so‘z vazifasini “paypoq” so‘zi o‘taydi:

kuni yirtiq paypoqqa qolmoq [3] .

Biz shu narsaning guvohi bo‘ldikki, “cho‘ntak” so‘zi bilan hosil qilingan turli tillardagi ibora va maqollarda bu so‘z bir xil metonimik ma’noga, ya’ni “pul” ma’nosiga ega ekan. Quyidagi jadval orqali biz bunga ishonch hosil qilishimiz mumkin: [1], [2].

O‘ZBEK TILIDA	RUS TILIDA	NEMIS TILIDA	INGLIZ TILIDA
cho‘ntagi quruq bo‘lmoq	в кармане свистит		
cho‘ntagi quruq	пустой карман	leere Tasche	empty pocket
cho‘ntagi baquvvat;	тугой (толстый) карман	volle Tasche	pockets full of
cho‘ntakka (kistaga) zarar keltirmoq	вытрясти карман; бить по карману; выворотить карман;		to put a hole in one’s pocketbook
cho‘ntagini qappaytirmoq	набивать карман; класть себе в карман	in die eigene Tasche wirtschaften	line one’s own pockets
cho‘ntagida bir miri yo‘q	в кармане пусто	nicht einen Groschen in der Tasche haben	
cho‘ntak ko‘tarmaydi	не по карману		
cho‘ntak (kista) puli (kunlik ehtiyoj uchun ishlatiladigan pul)	карманные расходы	das Taschengeld	pocket expenses; pocket money
o‘z cho‘ntagidan to‘lamoq		aus der eigenen Tasche bezahlen	
cho‘ntagiga urmoq	засовывать в карман	In die Tasche stecken	

Birovning cho‘ntagiga qo‘l solmoq (cho‘ntakkesarlik bilan shug‘ullanmoq)	шарить по карманам = залезать в карман		

Xulosa sifatida shuni aytish mumkinki, har bir xalq tomonidan kiyiladigan milliy kiyim-boshlar o'sha millatga mansub idiomatik birliklar tarkibida ham nisbatan ko'p uchraydi. Shu bilan birga, barcha insonlar uchun umumiy bo'lgan kiyim-boshlar yoki kiyim-boshlarning "yoqa, yeng, cho'ntak" kabi qismlari asosida yaratilgan idiomatik birliklar turli tillarda deyarli bir xil semantik ma'no ifodalaydi va shu sababli madaniyatlararo muloqot jarayonida bunday nutqiy ifodalarni tushunib yetish nisbatan oson kechadi.

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FORMATION OF NATIONAL-SPECIFIC CONCEPTS IN THE LINGUISTIC PICTURE OF THE WORLD

A. Shamakhmudova ¹

Abstract:

A human being is a physical being endowed with sensory organs with which he is able to perceive the world around him: he sees, hears, touches, distinguishes smells. A person born with a pure, information-free consciousness observes and remembers what he sees around him, he absorbs data about the world around him like a sponge. Gradually, in his mind, on a once-clean “white sheet”, an picture of the world emerges, or, according to the definition of philosophers, a picture of the world, i.e. a set of ideas about the surrounding reality, a person's worldview.

Key words: the picture of the world, linguistic personality, a social creature, cultural heritage.

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M. Heidegger connects the issue of forming a picture of the world with a worldview, arguing that when “the world becomes a picture, a person's position is perceived as a worldview” [6, p. 94]. In his opinion, the picture of the world is an image of “existence”, while the worldview reflects a person's attitude to this “existence”.

A person, being a social creature, lives in society, creates and uses both spiritual and material values, and exchanges the results of his work with others. As a representative of a certain culture, when he learns about the world and evaluates phenomena, he perceives the basic attitudes of his culture, which form his view of the world throughout his life. The exception is when a person changes his place of residence and adapts to new cultural norms, which leads to a change in his “prism” of perception.

In addition, a person is a linguistic personality. Since childhood, he speaks his native language, which affects his perception of the world and expands his knowledge, but also limits them to the limits set by this language. J.L. Weisgerber calls his native language “the basis of the existence of any national community”, comparing it with the thread connecting generations [2, p. 111]. He emphasizes that a person grows up in the context of his native language, which forms his idea of the world. The scientist considers language as the cultural heritage of the people, comparing it with law, customs and traditions. Every person, being a part of a cultural community, is a native speaker of the language, but does not influence its development. Thus, knowledge and phenomena that are not reflected in the language remain individual and are not passed on to the next generations. The linguistic picture of the world, formed on the basis of a specific language, includes only those aspects of reality that are reflected in the language, representing a “nationally specific vision of all things imprinted in the vocabulary”, which includes logical comprehension, emotional assessment and perception of both the material world and everything that human brings to it consciousness [5, p. 140].

In the world, there are between 2,000 and 5,000 national languages, each corresponding to a unique linguistic picture of the world that embodies the perspectives of the language's native speakers. This linguistic picture of the world reflects the complex processes of ethnic consciousness that engage with human existence in the world. The

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formation of this intricate system of cultural and social relationships, as expressed in the linguistic picture of the world, is significantly influenced by the nation's way of thinking and its particular logic of perceiving and morally evaluating reality. According to G.D. Gachev, the "national picture of the world" represents a specific "turn" in which existence is presented to a particular people, who perceive the world through a specific "coordinate system" [4, p. 44].

The uniqueness of linguistic picture of the world raises questions about mutual understanding among representatives of different cultural and linguistic communities. Gachev notes that there is a certain limit to understanding that people often cannot surpass, as seemingly identical words and phrases may carry different meanings [4]. Contemporary researchers question the possibility of comparing linguistic picture of the world and understanding other worldviews developed under different conditions and influences. O.A. Kornilov also discusses the permeability of languages and cultures, linking this issue to the conceptual foundations of human consciousness and the so-called "psychological unity of humanity". Perspectives on this matter in modern linguistics are varied: some believe in universal categories that acquire different connotations across various linguistic cultures, while others argue that each people creates its own unique categories and concepts, leading to the formation of distinct mentalities and conceptual spheres. Some authors adopt a middle ground, acknowledging both universal and specific categories. For instance, A. Wierzbicka states, "Alongside a vast array of concepts specific to a given culture, there are also fundamental concepts that must be lexicalized in all languages... While linguistic and cultural systems differ significantly, there are semantic and lexical universals that indicate a common conceptual foundation upon which human language, thought, and culture are based..." [3, p. 321-322]. A similar view is held by Yu.D. Apresyan, who writes that "the way a language conceptualizes reality... is partly universal and partly nationally specific, allowing speakers of different languages to see the world slightly differently, through the prism of their languages" [1, p. 39].

The specificity of the linguistic picture of the world lies in its divergence from the universal and its non-inclusion in a "unified conceptual system". It consists of nuances that emerge from the unique cultural and historical development of a nation over centuries. These nuances can create obstacles to understanding another culture. O.A. Kornilov emphasizes the need to distinguish between the concepts of "comprehensibility" and "penetration" into a foreign linguistic picture of the world. He argues that the process of "penetrating" the unknown will inevitably involve "fitting" it to one's own standards and searching for equivalents within one's own linguistic framework. Thus, it is valid to speak of the comprehensibility of linguistic picture of the world, with the understanding that this process of knowledge acquisition may lead to the formation of a second linguistic identity.

To grasp and understand another's way of perceiving the world, scholars (G.D. Gachev, O.A. Kornilov) suggest employing the principle of "presumption of misunderstanding" or "presumption of ignorance". This means that an individual studying a foreign language should start from their "ignorance" in order to seek the most objective information about the subject of study, rather than fitting facts to existing stereotypes. According to the researcher, the linguistic picture of the world is a "verbalized system of "matrices" that encapsulate the national way of seeing the world, which shapes and predetermines national character. Without knowledge of this 'matrix' system of national consciousness, it is difficult to understand much of what constitutes national culture, particularly ethical, moral, and value priorities, systems of imagery, and associative thinking, among others" [5, p. 80].

O.A. Kornilov argues that the real world, as perceived by humans, is refracted through four components of linguistic consciousness: sensory-receptive, logical-conceptual, emotional-evaluative, and value-moral [5, p. 165]. This process transforms the experiences into what R. Jackendoff calls reflected reality, which, in turn, cannot be independent of linguistic consciousness. The framework proposed by Kornilov illustrates how individuals

process phenomena from the surrounding world: they first perceive reality through their senses (seeing, hearing, feeling), then logically interpret it by assigning a specific lexical name, comparing it to other objects, and categorizing it with similar entities. After this, the object is evaluated emotionally, followed by a deeper, value-based assessment.

In the more advanced stages of forming ethnic consciousness, where the core concepts have already developed, the aforementioned components utilize a ready-made “arsenal of conceptual matrices” to process incoming information. In the early stages of national consciousness formation, when the lexicon of the language is being established, the logical-conceptual apparatus plays a primary role in shaping concepts, which later becomes less prominent after the initial conceptualization process is complete. Subsequently, incoming information is interpreted within the framework of established collective concepts and categories. Thus, the most significant concepts for ethnic consciousness undergo lexicalization and receive names in the language.

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IMPLICATURE ANALYSIS: INTENDED MESSAGE OF A WRITER

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Abstract:

In fiction, implicature is used by authors to convey meaning beyond what is clearly stated. It allows writers to convey subtext, irony, humor, and other literary effects that add depth and richness to the text.

Key words: meaning, implication, subtext, literature, writer, reader.

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In literature, implicature is used by authors to convey meaning beyond what is explicitly stated. It allows writers to convey subtext, irony, humor, and other literary effects that add depth and richness to the text. A reader's understanding of these implicit meanings relies on their ability to recognize and interpret implicature, which requires a sensitivity to context, social norms, and linguistic cues.

The importance of implicature in communication and literature lies in its ability to enhance communication and understanding by conveying meaning beyond the surface level of words. It adds nuance, complexity, and layers of meaning to language, allowing for more sophisticated social interactions and more richly textured literary works.

The importance of resistance literature in the USA can be attributed to reasons as stated below. It gives a voice to the marginalized and oppressed: Resistance literature often portrays the experiences of those who are considered outside the mainstream, such as minorities, the working class, and women. By highlighting their struggles and their perspectives, it gives these groups a voice and helps to bring attention to their issues. Resistance Literature encourages critical thinking: Resistance literature encourages readers to question authority and the status quo. It often offers alternative perspectives on established ideas and values and encourages readers to think critically about the world around them. It inspires social change: Resistance literature often advocates for social change by exposing the flaws and injustices of the current system. It can inspire readers to take action and work towards achieving greater equality and justice. It celebrates diversity: Resistance literature often celebrates the diversity of the human experience and challenges stereotypes and prejudices. It helps readers to understand and appreciate different cultures, experiences, and perspectives. It serves as a record of history: Resistance literature often documents significant cultural and political moments in history. It can provide insight into the social and political climate of a particular time period and can be an important resource for future generations [14].

Overall, resistance literature plays an important role in challenging dominant ideologies and promoting social justice, equality, and diversity.

1. "The Great Gatsby" by F. Scott Fitzgerald: In this novel, the character Nick Carraway often implies meaning through his narration. For example, he describes Gatsby's parties as "a succession of elaborate tea-parties" to imply that they were not as lively as they appeared on the surface.

2. "The Catcher in the Rye" by J.D. Salinger: The main character, Holden Caulfield, often uses irony to convey his true thoughts and feelings. For example, he says, "I'm the most terrific liar you ever saw in your life" to imply that he values honesty above all else.

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3. "To Kill a Mockingbird" by Harper Lee: The character of Atticus Finch often uses understatement to convey his disapproval of racism and injustice. For example, he says, "There's a lot of ugly things in this world, son. I wish I could keep 'em all away from you" to imply that he is deeply troubled by the prevalence of racism in their society.

4. "The Adventures of Huckleberry Finn" by Mark Twain: In this novel, Twain uses irony to critique the hypocrisy of Southern society. For example, when Huck and Jim are forced to disguise themselves as women, Huck comments that Jim "was most as enough of a lady as any of them" to imply that the societal expectations of gender roles were arbitrary and meaningless.

These examples are just a few of the many ways that implicature is used in American literature to convey deeper meaning and add layers of complexity to the text

An American author and television writer Suzanne Collins is the author of bestseller. She started working as a children's writer in Television Shows. And wrote books for children [1,3].

Her most famous bestseller is Hunger Games books (trilogy). "Hunger Games" is the first book of HUNGER GAMES trilogy which is best-seller book known worldwide. This action packed and thought-provoking trilogy includes a lot of genres in it, like young-adult fiction, science fiction, thriller, dystopian fiction, adventure. However, the genre of book I am writing about, which is the first one, is mostly dystopia and adventure science fiction.

The reason of Hunger Games to be dystopian is apparent from the name of the country, Panem. The author called the country like that not because she liked it, but for the reason that Panem is the word derived from Latin which means "bread. It refers to the fact that the residents of the country are starving and have little things to eat [10,4]. And also, should be noted that gladiatorial games existed in Ancient Rome that were called panem et circences (bread and circuses) it bears the resemblances of the games in the book which is called hunger games. The phrase refers to the Roman Caesars' strategy of quelling public discontent by providing the people with plenty of food and entertainment. It is defined as a science fiction due to the newest futuristic technologies and settings like Hovercraft and Teleporting devices. The author, Suzanne Collins is trying to describe the situations of the authorities being rude and playing with lives of residents; the way some people forgetting the world around, how authorities make them not to pay attention to the poverty and violence going on around. The totalitarian government of Panem is who holds all the power over the districts. The citizens have no say over their lives or what the government will impose on them. The message of the novel is that not any violence can succeed due to the reason that every brutality leaves scars on whatever it can be, the scars cause revolution which is inevitable. Worthy to mention, no revolution blows over without personal sacrifice. And only patience and love can ease the pain of it

Atmosphere: The tone of narration begins to be scary and dark. This is to be kept whole novel. The brutal atmosphere could have made people serious and dangerous, however they all keep on together. People knowingly try not to change as they know that it is the only thing Capitol, the authorities, is waiting for. It is clearly shown in the words of one of the main characters - Peeta Mellark:

"I don't want them to change me in there. Turn me into some kind of monster that I'm not." [1,234]

Peeta recognizes this atmosphere and chooses to preserve his own identity, regardless of the games' atmosphere. He is mainly concerned with how the environment will impact who he actually is as a human being. The atmosphere created in The Hunger Games is one of desperation and debasement

Discussion. The first book of trilogy – The Hunger Games is about nation of Panem located in a place once known as North America. Panem is shining Capitol surrounded by 12 districts. The districts are kept in fear and forced to serve to the Capitol. Starving people have no courage to go against the Capitol that forces every district to send a male and female tribute

of the age from 12 to 18 in order to participate in the annual Hunger Games, a game till death being transmitted on live TV.

Katniss Everdeen at her sixteen's, understands that she is pushing herself to a death sentence by volunteering to take her sister's place as a tribute. However, it doesn't mean that she is going to die as she is a good hunter and survival is her second nature. During the acts she opens for herself new people, especially people of Capitol and their trouble less lives.

She tries her best to win the games and she will be able to do it. Which means the end of the novel/idea, but beginning of another forcing the reader to starve to read the second book of trilogy.

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ЛИНГВОМАДАНИЙ КОНЦЕПТНИНГ ТАРКИБИЙ ХУСУСИЯТЛАРИ

Т. Мардиев¹, А. Гаффаров²

Аннотация:

Ушбу мақола концептнинг ўзига хос тузилиш, таржимада айнан структураларига кўра ахамияти ҳақида бироз фикрлар баён этилган. Зеро концепт аксарият экстралингвистик ҳолатларни қамраб олганлиги туфайли, структураси жиҳатдан таржима тилида ўзининг айни маъносига эга бўлавермайди. Яъни концепт мураккаб структурага эга бўлиб, бир тарафдан унга тушунча қурилишини ташкил этувчи барча воситалар тегишли бўлса, бошқа тарафдан концепт структурасига уни маданият омили сифатида намоён этувчи воситалар: этимологияси, қисқа мазмуннинг асосий белгилари тарихи, замонавий ассоциациялари, муносабат, коннотациялар қиради.

Калит сўзлар: концепт, лингвомаданий, структура, этимология, семантик, лингвистик, когнитив, онг, воқелик, идрок.

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Маълумки, тил тафаккурини ўрганадиган фанларни бирлаштирадиган концепт атамаси кўплаб илмий йўналишларнинг предмет соҳаларини қамраб олади. Лекин ҳар қандай тушунишда концепт тафаккурнинг муомала бирлиги-билимларни чегаралаш ва категориялаш усули ҳамда натижаси (чунки белги характердаги ментал маънолар унинг объекти) ҳисобланади.

Семантикада концептнинг мазмунини белгиловчи унсур тушунча бўлиши мумкин. Лингвомаданий концептнинг таркибий қисми бўлмиш тушунчани ҳар хил турдаги семантик белгилар юзага келтиради. Лингвомаданий концепт мазмунида ҳал қилувчи сифатида образли-метафорик коннотация ёки прецедент алоқалар формасидаги ассоциатив компонент намоён бўлади. Замонавий тилшунос олимлар (С.Г.Воркачев, З.Д.Попова, И.А.Стернин) концептнинг ўзига хос комплекс равишдаги табиати ва структурасини аниқлаб, унинг таркибини лингвистик, когнитив, маданий, психологик ҳамда миллий хусусиятлар ташкил қилишини эътироф этадилар. Концептнинг лингвистик жиҳати тил белгиларининг семантикаси билан боғланса, когнитив тарафи инсон онгида воқеликни идрок этишда хизмат қилувчи ментал бирликни қамраб олади.

Концептлар ўзига хос тузилишга эга бўлиб, таржимада айнан структураларига кўра муаммо юзага келади. Зеро концепт аксарият экстралингвистик ҳолатларни қамраб олганлиги туфайли, структураси жиҳатдан таржима тилида ўзининг айни маъносига эга бўлавермайди. Тилшунос олим В.А.Маслованинг фикрича, концепт структурасига нисбатан қуйидаги нуқтаи назарга эга. Яъни концепт мураккаб структурага эга бўлиб, бир тарафдан унга тушунча қурилишини ташкил этувчи барча воситалар тегишли бўлса, бошқа тарафдан концепт структурасига уни маданият омили сифатида намоён этувчи воситалар: этимологияси, қисқа мазмуннинг асосий белгилари тарихи, замонавий ассоциациялари, муносабат, коннотациялар қиради.

И.А.Стернин эса концепт структурасига қуйидагича изоҳ беради. Концепт муайян структурага эга ва бу тафаккур фаолиятидаги фаол динамик ўрни билан узвий

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боғлиқ. У доим ўзининг турли таркибий қисм ва аспектида ҳаракатланади ҳамда бошқа концептлар билан бирлашади, ё улардан узоқлашади [6,34].

Н.К.Рябцева концепт тузилишига ўз муносабатини шундай баён этган. Концепт мураккаб ҳамда кўп аспекти тушунча бўлиши билан бирга мазмунларнинг тартибсизлигидан иборат эмас, балки ўзининг муайян ички тузилишига эга бўлган мантикий структурадир. Концепт структураси занжирсимон, радиал ҳолатда ёки аралаш бўлиши мумкин. Шунингдек, концепт структурасида марказий ва периферия зоналари мавжуд. Концепт асосида унинг базавий унсурлари ёки дастлабки прототипик модели мужассамлашган бўлади. Демак, олимларнинг юқорида келтирилган фикрларини умумлаштириб шуни айтиш мумкинки, концептлар кенг қамровли, ўзгарувчан хоссага эга ва ички қурилмаси бир хил бўлмаган ментал тузилмадир.

Концепт структурасининг таркибини образлилик, ассоциативлик ташкил этганлиги боис, аксарият лисонда концепт тил бирликлари (лексик, фразеологик бирликлар, паремиялар, стилистик воситалар, реалиялар ва б.) орқали акс эттирилади. Мазкур лисоний бирликлар тилнинг энг ёрқин ва ўзига хос хусусиятларига эга, образлиликни ташкил этувчи қатламларидан бири бўлиб, уларда халқнинг турмуш тарзи ва фаолияти, тарихи, маданияти мужассамлашар экан, шу жиҳатдан улар концептлар билан ҳамоҳанг бўла олади.

Концепт таркибига образли таркибий (типик тасаввур, гештальт, прототип, стереотип, символ ва ҳоказо) қисмнинг киритилиши [2,80] уни кўргазмаликка эга бўлмаган тушунчадан фарқ қилдиради. Бундан ташқари, концептнинг номи билан эркин бўлмаган боғланишда акс эттирилган “ашёвий коннотациялар” унинг этномаданий жиҳатдан ўзига хослигини очиб бериши мумкин.

Сўзда концептни гавдалантирган “образли таркибий қисм концептнинг пайдо бўлишидан символгача ўсиб боришини кузатиш мумкин” [4,107]. Лингвомаданий концептнинг ўзига хос хусусиятини, унинг ижобий хислатларини шакллантирувчи “вертикал контекст”га киришини ҳам белгилаш мумкин. Бу нарсa этномаданий жамият аъзоларининг ҳаммасига маълум бўлган вербал, символик ёки воқеий феноменлар билан боғланиш қобилиятидир [1,95]. Ниҳоят концептнинг уч “ўлчови” ичида номинативлик, маълум бир табиий тилда ўз вербаллашуви билан боғланган лингвомаданий “белгининг гавдаланиши” – концепт ва уни акс эттирувчи сўзга қаратилган хусусият энг асосийси бўлиши мумкин.

Баъзи манбаларда концепт модели ядро ва периферия атамалари билан ифодаланади ва унда кўрсатилган концепт модели қуйидаги кўринишга эга бўлади:

- а) концепт ядро, яъни ҳис қилинмайдиган образдир;
- б) концептдаги маъно ядродан узоқ масофада узоқлашганда, ундаги асосий қатлам маъноси бир-бирига нисбатанмавҳумликка айланади;
- в) концепт талқиний майдони, ядро мазмуни ва концептуал белгиларнинг тафаккурини тасдиқлаш, хилма-хил стереотипларга кўрсатмалар тарзида баҳолаш ва талқин қилишни ифодалайди ва миллий, индивидуал ҳамда умумий тафаккурга боғлиқ бўлади [1,64]. Шу каби И.А.Стернин ҳам концепт таркибида қуйидаги компонентларни ажратиб кўрсатади: тилнинг барча соҳиблари учун мавжуд бўлган, асосий, “фаол” белги; “пассив” белгилар; айрим социал гуруҳлар учун долзарб бўлган қўшимча; тадқиқотчилар учун муҳим бўлган этимологик белги кабилар [6,34].

Тадқиқотчиларнинг фикрича, концепт камида уч ўлчовли ментал тузилма ҳисобланади. Масалан, В.И.Карасик “Концепт уч муҳим ўлчовга эга-образли томони; тушунчага оид; қадриятга оид каби. Концептнинг образли томони хотирамизда акс этган предметлар, ҳодисалар, воқеаларнинг кўриш, эшитиш, таъм билиш, ҳид билиш хусусиятлари бўлиб, улар амалий билимларнинг релевант белгилари ҳисобланади. Концептнинг тушунчага оид томони- баъзан алоҳида ҳолда мавжуд бўлган у ёки бу

концептга нисбатан мазкур концептнинг қиёсий жиҳатидаги характеристикаси, концептни лисоний қайд қилиш, уни тасвирлаш, белги структураси, дефиницияси, уларнинг муҳим сифати –бизнинг тажриба системамизга голографик жиҳатдан кўп спектрли, кўп қиррали ўлчовлиликка қаратилганлик; концептнинг қадрият томони-индивидуум учун ҳам, жамоа учун ҳам бу психик тузилманинг аҳамиятидир”[3,41]. Ю.С.Степанов а) асл маъно (ички шакл); б) пассив маъно (тарихий қисим); в) янги кўриниш (долзарб ва фаол шакл) деб эътироф этади. [5,8].

Хуллас, юқорида айтилганлардан кўринадики, манбаларда концепт модели, структурал тузилиши турли атамалар билан номланган ва турлича тушунчалар билан изоҳланган. Ушбу ўринда биз юқорида номлари қайд этилган тилшуносларнинг фикрларини муҳим деб ҳисоблаймиз.

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THE CONCEPT OF FOREIGN LANGUAGE INTERCULTURAL COMPETENCE

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Abstract:

This article provides critical analysis of scientific and methodological literature on the research problem as well as in accordance with the purpose it gives the importance of the concept of foreign-language intercultural competence.

Key words: cross-cultural, interpersonal interaction, learning ability, categories, intercultural competence.

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The theoretical understanding of the concept of “intercultural competence” is altered as a result of the education system's overall reform. In Uzbekistan, pedagogical and methodological science once believed that developing a person's capacity for cross-cultural communication was sufficient; however, this proved to be insufficient. N. D. Galskova and N. I. Gez define intercultural competence as the capacity to actualize oneself within the framework of a cross-cultural discussion, or in the setting of intercultural communication. Its construction is carried out in the interaction that exists between the growth of human cultural experience and the development of a foreign language code, whereby an individual's attitude toward the world, himself, and the experience of creative activity may all be isolated [1]. From a linguistic perspective, intercultural competence is defined by K. Knapp as the capacity to comprehend both members of one's own culture and those of other cultures [2]. A person should learn how to create an effective, mutually beneficial dialogue with representatives of other cultures and nations within this single space, as the modern political and economic picture of the world is represented by a canvas where the cultural unity of various states is intertwined and a tendency towards global integration is noted. Language acts as a cultural bridge between various linguistic ethnic communities, facilitating contact with one another and fostering discussion and a culture of interpersonal interactions. These processes of mutual understanding and interaction are dependent on language.

But language proficiency is essentially meaningless without a well-developed, accepting, multicultural worldview. As in the past, the emphasis of the educational process is on the pupils as well as the instructor. After taking into account subject-to-subject relationships, we conclude that universal learning activities are necessary to develop foreign-language intercultural competence. The path of students' personal development through universal educational activities is expanding significantly in today's society. The universal learning activities are mastered by the students, who also get new social experiences, the capacity for self-development, and an aware and active view of their knowledge, skills, and competences. The term “learning ability” has several different connotations.

The acquisition of new knowledge and skills; the ability to absorb and process new information; the recognition of the importance of education; and the comprehension and acceptance of the educational process in its whole. The activities for universal learning differ according to the educational level. For junior, middle, and senior pupils, there are different criteria. However, in recent years, the emphasis has mostly been on information technology

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fundamentals and computer skills training. Simultaneously, there are four fundamental categories of universal learning activities:

Individual. It aids in the student's self-awareness and understanding of personality. encourages the development of moral and ethical judgment.

Educative. All they are left with is the capacity to take in information, analyze it, and come to a fresh conclusion using the knowledge gathered.

Talkative. The capacity of the student to communicate with peers, instructors, and other persons is covered by this smart word. One of the most crucial phases of a person's social development is school; issues encountered there can linger long after schooling is over.

Regulatory in nature. The capacity to create a plan and then modify it in response to fresh information. One more practical skill that may be learned in school. Intercultural dialogue, personality traits of students based on universal learning activities, the cultural traits of the nation where the language is studied, and language and cultural materials that support the integration and assimilation of foreign-language images and realities of other English-speaking cultures are thus related. While some scientists view it as a unique kind of communication, others believe that teaching other languages should ultimately aim to develop this competency. A.V. Khutorskoy's definition of intercultural competence includes the capacity to engage, which is predicated on the information, skills, and abilities picked up via intercultural and communicative interactions [3]. According to N.N. Vasilyeva, intercultural competence is the ability to recognize the unique characteristics of a given culture that have an impact on how a person's personality is formed and how they employ distinct nonverbal cues based on their national and cultural values, customs, and traditions [4]. A.P. Sadokhin defines intercultural competence as a collection of personal knowledge and abilities that are utilized for a successful intercultural engagement process while concurrently employing feedback to verify communication outcomes [5]. Multicultural competency of A.P. Sadokhin is based on linguistic, communicative, and cultural competence. Several scientists also highlighted the relationship between these elements in the development of intercultural competency in various student groups. The mechanism by which high school pupils are building this competency piqued the interest of Y.B. Kuzmenkova. This procedure was investigated in professional language education by VN Kartashova. According to G. Fischer, intercultural competence is a type of personality trait founded on a serious understanding of reality [6]. Intercultural competence, according to O.D. Mitrofanova, is the link between a person's capacity to actualize himself within the context of a cross-cultural interaction and the process of learning a foreign language and concurrently expanding his or her cultural experience. Some writers contend that while employing conventional educational methods and resources for this aim, students are deprived of the chance to properly comprehend the psychology of a representative of a different country culture.

A communicative speech scenario is defined as a collection of elements that positively impact the initiation, progression, and successful conclusion of communication participants' speech activities during the speech communication process. Within the context of communicative discourse, intercultural communication is seen as a sub-situation. It has the power to affect nonverbalism, linguistic tools, speech content, and motivation in this way.

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ХАЛҚ - ДИН – МАДАНИЯТ ВА ТИЛ ТУШУНЧАЛАРИНИНГ УЗВИЙ БОҒЛИҚЛИГИ

Т. Мардиев ¹, Ф. Кулибаев ²

Аннотация:

Ушбу мақолада асосий фикрлар халқ - дин – маданият ва тил тушунчаларининг узвий боғлиқлиги тўғрисида бир қатор йирик тилшунос олимларнинг фикрлари асосида маълум бир қарашларимизни баён этдик. Жумладан, лисоний моддийлашувида этнос, тил ва дин, маданият каби инсонга хос белгилар тизими ўртасидаги ҳамкорлик мавжудир.

Калит сўзлар: халқ, дин, маданият, тил, ижтимоий, тарихий, коммуникатив, табиий, сунъий, инсон.

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Маълумки, лисоний моддийлашувида этнос, тил ва онг, дин, маданият каби инсонга хос белгилар тизими ўртасидаги ҳамкорликнинг мавжудлигини унутмаслик керак. Этносда энг муҳим алоқа воситаси бўлган тил уруғ, қабила, элат, халқ миллат кўринишидаги инсонларнинг ижтимоий гуруҳи орасида пайдо бўлган жамоанинг бирлашиш шакли бўлиб хизмат қилади. Этнос куйидаги тушунчалар билан чамбарчас боғлиқдир: маданият, дин, тил, онг кабилар. Ижтимоий фанларда этнос тушунчасини халқ маъносида ҳам қўллайдилар. Бу тушунча маданият, тил тушунчалари билан бевосита боғланган, шунинг учун ҳам русча -ўзбекча луғатда “этник” ёки “этнос” атамаси бирор бир халққа ва унинг маданиятига оид тушунча деб қаралади. “Этногенез” эса бирор халқнинг келиб чиқиши деб тушуниланган [3,770]. Этнос инсонлар ёки инсонларга хос тушунчалар мажмуидир. Инсон табиятан ижтимоий мавжудотдир [2,30].

Дарвоқе, маданият ана шу этнос (халқ)нинг ижтимоий ва тарихий жараёнида вужудга келган, жамият тараққиётида тарихан эришилган, цивилизация босқичини характерлайдиган моддий ва маънавий хусусиятларнинг мажмуидир. Чунончи, фалсафа луғатида маданиятга шундай таъриф берилади, “Маданият (лотинча cultura парвариш қилиш, ишлов бериш) – ижтимоий тарихий амалиёт жараёнида инсоният яратган ва яратаётган ҳамда жамият тараққиётида тарихан эришилган босқични характерлайдиган моддий ва маънавий бойликлар мажмуидир” [3,275].

Дин – инсоният маънавий ҳаётининг таркибий қисмидир. Дин эътиқод ҳамдир. Бу эътиқод ҳар бир кишининг шахсий ишидир. Дин муайян маълумот, ҳис-туйғулар, тоат-ибодат ва диний ташкилотларнинг фаолиятлари орқали намоён бўлади. У олам, ҳаёт яратилишини тасаввур қилишнинг алоҳида кўриниши, уни идрок этиш усули ва оламда инсоният пайдо бўлгандан то бизгача ўтган даврларнинг илоҳий тасаввурда акс этишидир. Дин комил инсонни тарбиялашда салмоқли тарбияловчи қудратга эга бўлган маънавий ва ахлоқий кучдир. Дин нима эканлиги турлича изоҳланса-да, умумий хулоса шуки, дин ишонмоқ туйғусидир. Ишонмоқ туйғуси инсониятнинг энг теран ва энг гўзал руҳий ва маънавий эҳтиёжларидандир. Дунёда дини, ишончи бўлмаган халқ йўқ. Чунки муайян халқ динсиз, эътиқодсиз, бирор-бир нарсага

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ишончсиз ҳолда яшай олмайди. Дунёқарашнинг тарихий шаклларида бири диний дунёқарашдир. Диний дунёқарашнинг муҳим жиҳатларини диний туйғу, диний ақидаларга ишониш, сиғиниш, диний эътиқод ва шу кабилар ташкил қилади. Ушбу ўринда диннинг ўзи нима, унинг моҳияти нимадан иборат, дин қай тарзда фаолият олиб боради деган саволлар ҳам туғилиши мумкин. Бу масала билан кўпроқ диншунослик ва дин социологияси соҳалари шуғулланади. Шунинг учун ушбу мақолада бу масалага кенг ўрин бермай, қайд этилган фикрлар билан чегараландик.

Тил ҳам этнос ва маданият билан боғлиқ бўлган ҳамда уларни юзага чиқарувчи, вужудга келтирувчи восита саналади. Булар ичида тил ҳукмрон ҳисобланади. Бунда тилнинг ноёблиги шундаки, у келтирилган тушунчалар билан узвий боғланган, уни операцион тизим сифатида бошқа дастурлар учун ўзига хос қобик деб қиёслаш мумкин.

Тилдаги этник хусусиятнинг яққол мисоли она тилини ҳис қилишдир. Барча халқларда тил миллий ҳис-туйғу ва онг билан узвий боғланган. Инсоннинг ўз она тилига яқинлик туйғуси ҳар бир тилда образли тафаккурнинг такрорланмас ассоциацияларининг мавжудлиги билан тушунтирилади. Улар ҳар бир сўзнинг ўзига хос семантик тўлиқлигича маданий мазмунга эга бўлиб, тил тизимида мустаҳкамланади ва унинг миллий ўзига хослигини ташкил этади.

Зеро, тилсиз этнос (халқ) ҳам, маданият ҳам бўлмайди. Чунки инсоннинг инсонийлиги, маданийлиги тил орқали акс этади ёки юзага чиқади. Фалсафа луғатида тил ҳақида шундай яхши таъриф берилган[3,483]. Чунончи, тил – ҳар қандай физиологик белги системаси, бу система инсон фаолияти жараёнида билиш ва коммуникатив (алоқа) функцияларни бажаради. Тил табиий ҳам, сунъий ҳам бўлиши мумкин. Табиий тил деганда фикрларни ифодалаш формаси ва кишилар ўртасида алоқа воситаси бўлиб хизмат қиладиган кундалик ҳаётдаги тил тушунилади. Сунъий тил – кишилар томонидан тор эҳтиёжлар учун яратилган тилдир. Тил ижтимоий ҳодиса ҳамдир. У ижтимоий ривожланиш жараёнида пайдо бўлади ва алоҳида ҳар бир одамнинг фаолиятини мувофиқлаштирувчи воситадан иборатдир. Тил айни вақтда онгнинг шаклланишида муҳим ўрин тутати. Тил қобиғидан ташқари онг мавжуд бўлмайди. Ўз физик табиатига кўра ўзи билдирадиган нарсага нисбатан шартли бўлган тил белгиси, шундай бўлишига қарамай, пировард натижада реал воқеликни билиш жараёни билан боғлиқдир. Тил жамғарилган билимларни қайд этиш, қайта ишлаш ва сақлаш ҳамда уларни авлоддан-авлодга етказиш воситасидир.

“Жамиятнинг тилга, тилнинг эса ўз навбатида жамиятга таъсир қилиши” [2,70] ҳақидаги тезисдан келиб чиқилса, менталитет тилга, тил эса менталитетга таъсир қилишини назарда тутиш лозим. Бундай чигал ҳолатни, менталитетни таърифлашга уринишларда ҳам кузатиш мумкин. Менталитет тадқиқотида бағишланган адабиётларда ушбу тушунчага кўплаб таърифлар бериб ўтилган. Улардан қуйидаги таърифга тўхталиш мумкин: “Менталитет тарихан шаклланган, нисбатан барқарор ва ўзига хос жамоавий дунёқарашлар мажмуаси бўлиб, у кишиларнинг тил ва ҳар хил характерларида беихтиёр намоён бўлади” [4,21]. Бундай таърифларда тил характернинг шаклларида бири деб қаралса, иккинчидан тилни характер, хулқ билан бир қаторга қўйиб алоҳида таъкидлаб, ажратиб кўрсатилади. Ушбу таърифнинг ўзидаёқ менталитет ва тил ўртасидаги муносабат мавжудлигини кўрсатувчи бир қанча ҳолатларни кузатиш мумкин. Шунга кўра менталитетнинг асосий таркибида: бир томондан дунёқараш, иккинчи томондан дунёқарашдан келиб чиқадиган тил характери акс этади. Концептнинг лисоний моддийлашув жараёни яна бир муҳим ментал босқични босиб ўтишидир.

Хуллас, ҳозирги кунда илмий билишнинг лингвистик парадигмасида етакчилик қилувчи фаразлар шуни тасдиқлайдики, ҳар бир тил атрофимизни ўраб турган оламни концептлаштиришнинг маълум бир усулини намоён этади. Умуман инсон тили халқ,

миллат тафаккурининг ойнасидир ва ҳар бир миллатнинг ақлий тузилиши ўз тилида стереотип (андоза) сифатида шакланган бўлади. Бунини биз юқорида қайд этган манбаларда айтилган фикрлар орқали тасдиқлашимиз мумкин.

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MORPHOLOGICAL PROCESSING OF DEMONSTRATIVE PRONOUNS IN ENGLISH AND UZBEK LANGUAGES: A COMPARATIVE LINGUISTIC ANALYSIS

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Abstract:

This paper provides an in-depth comparative analysis of the morphological processing of demonstrative pronouns in English and Uzbek, two languages from distinct linguistic families. Demonstrative pronouns such as «this,» «that,» «these,» and «those» in English, and their equivalents in Uzbek, serve crucial roles in indicating spatial relations, proximity, and definiteness. The study analyzes their morphological structures, syntactic roles, and semantic distinctions, with a focus on how these pronouns are processed by native speakers.

Key words: morphological processing, demonstrative pronouns, English language, Uzbek language, linguistic typology, proximity markers, language acquisition.

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Introduction. Demonstrative pronouns, such as «this» and «that» in English and «bu» and «u» in Uzbek, are essential for communication as they help speakers refer to specific entities, distinguishing objects based on spatial proximity and definiteness. In both languages, demonstratives signal whether the referent is near or far from the speaker or listener. While English is an Indo-European language, belonging to the Germanic branch, Uzbek is a member of the Turkic language family. The morphological structures of these languages differ significantly, which influences how demonstrative pronouns are processed and used.

This article aims to provide a detailed comparison of the morphological and syntactic processing of demonstrative pronouns in English and Uzbek. By exploring their structural forms, functions, and meanings, we can uncover both the universal and language-specific features that shape demonstrative pronoun use. Additionally, understanding how native speakers of these languages process these forms offers valuable insights into the cognitive aspects of language and cross-linguistic variations. The implications of this comparison are particularly relevant for linguistic typology, cognitive linguistics, and second language acquisition.

Analysis and results. English demonstrative pronouns operate within a relatively simple morphological framework, yet they perform multiple syntactic and semantic functions. There are four primary demonstratives in English: «this,» «that,» «these,» and «those,» which can be classified based on two primary parameters:

Number: Singular («this,» «that») vs. Plural («these,» «those»)

Proximity: Near the speaker («this,» «these») vs. Far from the speaker («that,» «those»)

In English, demonstrative pronouns do not undergo inflection for case or gender, making them relatively simple from a morphological perspective. The forms are fixed, with the primary distinction being number and proximity. English relies heavily on word order

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and syntactic position to express the grammatical roles of demonstratives, often using context or accompanying determiners for clarity.

English demonstrative pronouns serve as both pronominal (replacing nouns) and determiner functions. When used pronominally, demonstratives replace the noun phrase:

This is my book (proximity, singular).

Those are my shoes (distance, plural).

In determiner function, they modify a noun directly:

This book is mine (proximity, singular).

That car is yours (distance, singular).

Additionally, demonstrative pronouns can convey contrast and emphasis, particularly in spoken English where intonation plays a key role in signaling specificity.

In Uzbek, demonstrative pronouns are more complex due to their morphological features and grammatical rules. The basic demonstratives include «bu» (this, near) and «u» (that, far), but Uzbek also has additional forms to express distinctions in location and definiteness.

Uzbek is an agglutinative language, meaning that demonstrative pronouns can be modified through affixation. Unlike English, where demonstratives are largely invariant, Uzbek demonstratives can take suffixes to indicate plurality, case (nominative, accusative, dative, etc.), and possession. For example:

❑ Bu (this) + lar (plural marker) → bular (these).

❑ U (that) + ni (accusative case marker) → uni (that [object]).

Additionally, Uzbek uses vowel harmony in affixation, where the vowel in the suffix harmonizes with the vowel in the root, making the morphological system more complex.

In Uzbek, the agglutinative nature of the language means that cognitive processing of demonstratives involves not only recognizing the base form but also interpreting the affixed morphological elements. Uzbek speakers process demonstrative pronouns with an additional layer of morphological parsing, as the affixes provide critical grammatical information. The vowel harmony rules and suffixation patterns require cognitive attention to both phonological and syntactic details, which can make processing slightly more complex compared to English.

The primary morphological difference between English and Uzbek demonstratives lies in the level of complexity. English demonstratives are relatively simple, with fixed forms that do not change based on grammatical case or gender. In contrast, Uzbek demonstratives are morphologically rich, with case, number, and sometimes possessive markers being added to the base forms. In both languages, demonstratives function pronominally and as determiners, yet the agglutinative structure of Uzbek allows for greater flexibility in sentence construction. English relies more on word order and context to convey meaning, while Uzbek's affixation system enables more precise grammatical relations. The differences in morphological processing between English and Uzbek have important implications for second language acquisition. English speakers learning Uzbek may find the complex affixation system and vowel harmony rules challenging, while Uzbek speakers learning English must adapt to a more rigid word order and context-based interpretation of demonstratives.

Conclusion. The morphological processing of demonstrative pronouns in English and Uzbek reveals significant linguistic and cognitive differences. While English relies on simplicity and fixed forms, Uzbek's agglutinative structure offers a more morphologically intricate system. These differences not only shape the way speakers of each language use demonstratives but also influence how second language learners acquire these forms. Future research could further explore how these morphological and syntactic distinctions impact real-time language processing and comprehension across different linguistic contexts.

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ЎЗБЕК ТИЛИНИНГ БОШҚА ТИЛЛАР БИЛАН АЛОҚАСИ

Т. Мардиев ¹, Л.Мамасолиев ²*Аннотация:*

Ушбу мақолада биз ўзбек тилининг қадимдан бошқа қардош бўлган ва қардош бўлмаган тиллар билан уйғунлашиб борганлигини кузатамиз. Қадимда Ўрта Осиёда яшаган халқлар ва уларнинг маданияти билан биргаликда, уларнинг тилларида ҳам ўхшашлик ҳолатлари тез-тез учраб турган. Шу боис халқлар ўртасида алоқа воситаси бўлган тил доим ривожланиб баъзан айрим сўзлар эскириб, мулоқатдан чиқиб бораверади.

Калит сўзлар: алоқа воситаси, қардош бўлмаган, маданияти, уруғ ва қабилалар, милoddан аввалги, топонимикаси, шевалар.

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Кириш. Ҳозирги ўзбек тили тарихан мураккаб ривожланиш ва шаклланиш босқичларини бошидан кечирган. Ўзбек тили уруғ ва қабила тиллари, халқ тили, миллий тил ва бир қатор қардош тиллар, шунингдек чет тиллар билан алоқада бўлиб келган. Туркий уруғ ва қабилалар тили жуда қадимий даврларда Ўрта Осиёда азалдан яшаб келган «эроний тиллар» билан алоқада бўлган. Ўрта Осиёда, жумладан ҳозирги Ўзбекистон территориясида яшовчи халқ эроний тиллар группасига кирувчи маҳаллий тил лаҳжаларида гаплашган. Бу эроний уруғ-қабилалар, халқлар — сўғдлар, саклар, массагетлар, бактрияликлар, паффиялап, париканийлар, хоразмийлар ва бошқаларнинг тили бўлган. Шунингдек қадимий Бактрия подшолигида грек тилидан, шунингдек грек ва эроний тиллар қоришмасидан иборат бўлган тилдан ҳам фойдаланилган. Ҳозирги Ўрта Осиё ва Ўзбекистон территориясида туркий тилда гаплашувчи аҳоли ҳам қадимдан яшаган. Чунончи, туркий тиллар оиласига кирувчи тилда гаплашган хунларнинг милoddан аввалги II асрлардаёқ ҳозирги Ўрта Осиё территориясида яшагани маълум. Милoddан аввалги II—I асрларга келиб, Еттисув ва Сирдарё бўйларида хунлар кўпайган ва улар маҳаллийлашган эроний аҳоли скиф — массагетларга қўшилиб кетган. Мана шу даврларда туркий уруғ ва қабилалар билан эроний этник группалар ва уларнинг тиллари ўртасида алоқа ва қўшилиб кетиш ҳоллари юз берган. Ҳозирги туркий тиллар ва ўзбек тилида учровчи сўғд элементлари қадимий даврларда юз берган тиллар контакти натижасидир [1,69]. Чунончи, ўзбек тилидаги хом, кўп, калта, ғитта сўзлари сўғдчадир. Қадимий сўғд элементлари Ўзбекистон топонимикасида ҳам қисман сақланиб қолган: Кат, Новқат, Ватанзи, Варданзи, Истамзи, Жакардиз, Малакдиза, Шакардизм, Арвак, Карвак, Пишканак, Рафонак, Хивак, Испанза, Самарқанд, Лангар\Лангор ва бошқалар. Топономик тадқиқотлар таркибида кент, -он\ён, -канд\қанд, -кан\қан, -кат-қат, -канда-ғанда, -диз-диза, -жон (канал, сув, маъносида), -ак-ик, лангар, -вар\вор, -за\зи, митан, арна элементлари бор топонимлар аслида сўғдча эканини кўрсатган. Ўрта Осиё, жумладан ҳозирги Ўзбекистон территориясида эроний тил характерига эга бўлган қадимий хоразм тили ҳам мавжуд эди. Бу тил билан ўша давр маҳаллий туркий тиллар орасида маълум алоқа бўлган. Тарихий манбалардан VII—VIII асрларда ва ундан олдин хоразм ёзуви кенг тарқалганлигини кўрсатувчи далиллар мавжуд. Бу ёзув Тупроқ қалъадаги архив ҳужжатларида қайд қилинган. Бу ёзув текстлари тери, ёғоч, тангалар, муҳрларга

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ва металлларга битилган. XIII—XIV асрларда Хоразм аҳолиси. икки тилда — туркий тилда ва қадимий хоразм тилида гаплашгани маълум. Қадимги хоразм тили XIV асрларга келиб ўзбек тилига сингиб кетди. Натижада қадимги хоразм тилига оид баъзи сўзлар ҳозирги ўзбек тилида сақланиб қолган: хўп (хўб), боғ, почча (пиччоми-дадам), осмон (Туркий уруғ-қабила тилларининг, кейинчалик ўзбек халқи тилининг эроний тиллар билан алоқаси уч даврий хусусият билан характерланади: 1. Туркий уруғ, қабила тилларининг қадимий эроний қабила ва уруғ тиллари билан алоқаси ва қўшилиши (қадимий даврларда). 2. Ўзбек тилининг форс-тожик адабий тили (IX—X, XI—XV асрлар) билан алоқаси. 3. Ўзбек тилининг маҳаллий тожик шевалари ва тожик халқ тили билан алоқаси (қадимдан то ҳозиргача) [5,65-787]. Қадимий эроний тиллар, тожик халқ тили, тожик адабий тили ва тожик халқ шевалари билан ўзбек тилининг тарихий алоқалари ўзбек тилига эроний ва тожик тилидан кўпгина сўзларнинг кириб келишига асос бўлди. Ўзбек тили қадимий туркий қабила ва уруғ тиллари даврида олтой-мўғул тиллари билан ҳам алоқада бўлган. Ўзбек тилининг мўғул тили билан алоқаси қадимий даврларда, қадимий олтой тиллари билан муносабатларда ва XIII асрда мўғулларнинг Ўрта Осиёни истило қилиши даврларида юз берди. Ҳозирги ўзбек тили лексикасида учровчи бир қатор асли мўғулча сўзлар ёки турк ва мўғул тиллари учун умумий бўлган лексик қатлам шу адоқалар натижасидир. А. Навоий ёзган адабий тилда, умумтуркий ва маҳаллий шева элементларидан ташқари, қадимий уйғур, туркман, озарбайжон, араб, форс-тожик сўзлари учрайди. Чунончи қадимий уйғур тили элементларидан амуғ (барча, ҳамма), ариғ (то- за, соф), осиг (фойда, наф), ўгон (худо), укуш (кўп), уксук (камлик, озлик), қаю (қайси), битик (хат, ёзув) сўзларини кўрсатиш мумкин. А. Навоий тилида туркий лексиканинг ўғуз гуруҳи, яъни ғарбий тил элементлари ҳам учрайди. Эски ўзбек тили лексикаси қуйидаги ўғузча элементлар «оқими» («огузская струя») уч хил мураккаб манба натижасидир: 1) эски ўзбек тили лексик системасига сингиб кетган, унга диалектал компонент бўлиб кирган ўғуз диалект ва шеваларининг маҳсули; 2) ўша даврдаги маҳаллий ўғуз шеваларининг адабий тилга таъсири; 3) ўзбек тилига ўша давр туркман ва классик озарбайжон тилининг таъсири [5,78]. Шундай қилиб, ўзбек тили ўтмишда, қардош уйғур, озарбайжон, туркман тиллари билан алоқада бўлган ва улардан таъсирланган. Ўзбек тили ўтмишда бир қатор қардош бўлмаган, бошқа тизимдаги тиллар билан ҳам алоқада бўлган. Бундай тиллар форс-тожик ва араб тилларидир. Шунингдек ўзбек тили ўз ривожининг миллий тил ва рус тили билан алоқада ва ҳамкорликда бўлди ва бу ҳол давом этмоқда. Ўзбек тилининг чет тиллар билан алоқаси турли даража ва сифатий кўринишларга эга. Ўзбек тили контактда бўлган баъзи тиллар ўзбек тили лексикасида унчалик сезиларли из қолдирмади. Жумладан, хитой, ҳинд, қадимги грек тилларидан ўзбек тилига саноқли сўзларгина кирган. Масалан: ҳинд тилидан бут, кўтвол, лак-лок (ранг), нил, нилуфал-нилупол (нилуфар), барақман, барча, биби, пайса, чандан-чандол (санда), товус, чақмоқ чит (мат) ва бошқа хитой тилидан: чой, лағмон, шийпон, жамбул кабилар кириб келган.

Ўзбек тили ўзаро контактда бўлган ва таъсирланган форс-тожик тили, араб тили, рус тили унинг луғат таркибида сезиларли из қолдирди. Бунинг ўзига хос сабаблари бор. Бундай сабабларнинг муҳимларидан бири ўзбек тилининг форс-тожик, араб ва рус тиллари билан алоқасида ўзбек тилининг эгаси бўлган халқда икки тиллиликнинг юзага келганлигидир. Тилларнинг ўзаро алоқаси ва ҳамкорлиги кўп ҳолда бу тиллар орасида сўз алмашишга, бир тилдан иккинчи тилга сўз олишга боис бўлади. Бир тилдан иккинчи тилга сўз ўтиши учун шароит лозим. Бу шароит икки тилнинг шунчаки алоқаси, ёнма-ён яшаши, территориял яқинлашиши эмас, балки ўзаро таъсири, ҳамкорлиги, бу асосда юзага келувчи икки тиллилик ҳодисасидир. Сўз ўзлашиши учун қабул қилувчи тил эгалари ёки уларнинг маълум қисми қабул қилинувчи элемент мансуб тилни маълум даражада билиши лозим. Ўзбек тили тарихда

туркий тиллар оиласига мансуб қардош тиллар билан, чунончи, қозоқ, қирғиз, уйғур, қорақалпоқ, туркман, озарбайжон тиллари билан алоқада бўлган. Бундай муносабат ўзоқ ўтмишдан тортиқ ҳозирга қадар ҳам шаклланиб келмоқда. Мана шундай алоқа туфайли Ўзбекистоннинг кўпгина районларида ўзбек ва қирғиз тилида, ўзбек ва қозоқ тилида, туркман ва ўзбек тилида, татар ва ўзбек тилида, қорақалпоқ ва ўзбек тилида параллел гаплаша олувчи икки тилли аҳоли мавжуд. Бундай диглоссия, яъни генетик жиҳатдан алоқадор бўлган икки қардош тилда гаплашиш Ўзбекистонда яшовчи аҳоли орасида қадимдан мавжуддир. Ўзбекистон территориясида яшовчи халқлар, жумладан ўзбеклар орасида билингвизм ҳодисаси ҳам қадимдан мавжуддир. Ўз она тилидан ташқари, ўз тили учун қардош бўлмаган бошқа бир чет тилда ҳам гаплашиш ўзбеклар орасида анчадан бери мавжуд. Икки тил — ўзбек ва тожик тилларида гаплаша олувчи аҳоли Моварауннаҳр (Амударё ва Сирдарё ўрталарида) VI асрда ва ундан илгари ҳам истиқомат қилган. VI аср ва ундан кейинги даврларда туркий ва тожик тилларда параллел гаплаша олувчи аҳоли Шош вилояти (қадимги Бинкент — ҳозирги Тошкент атрофлари)да кўп учрар эди. Ўзбек-тожик икки тиллилиги ўзбек аҳолиси орасида ҳозирда ҳам мавжуд. Самарқанд, Бухоро шаҳри, Самарқанд ва Бухоро вилоятларининг, шунингдек Фарғона водийсининг баъзи районлари аҳолиси ҳозирда ҳам ўзбек ва тожик тилларида бемалол гаплаша олади. Навоий даврида ўзбек-тожик икки тиллилиги кенг тарқалган ҳодиса эди. Бу даврда икки тилда ижод қилган сермаҳзул шоирлар анчагина бўлган. Адабий ижод соҳасидаги икки тиллилик анъаналари Навоийдан кейинги шоирлар Махмур, Гулханий, Фазлий, Нодиралар ижодида ҳам давом этди. Ўрта Осиёда араблар ҳукмронлиги даврида ўзбек-араб тиллари алоқаси юзага келди. Бу даврда араб тили давлат ва дин тили, фан ва расмий ёзишмалар тили сифатида кенг тарқалди. Ўзбек тилига араб тилидан сўз олиш, асосан, ўзбек-араб билингвизми даврида (VII—IX асрлар) кучли бўлди. Кейинги даврларда ўзбек тилига янги сўзлар сезиларли даражада қабул қилинмади, балки ўзбек тилига кирган кўпгина арабча элементлардан бир қисмининг эскириши ва ўзбек тилидан чиқиш жараёни юз берди. Алишер Навоий тилида ишлатилган кўпгина араб сўзлари XIX аср ўзбек тилида, шунингдек ҳозирги ўзбек адабий тилида учрамайди. Араб тилининг ўзидан бевосита сўз олиш XI асрлардаёқ деярли тўхтаган эди. Аммо турли даврларда арабча ёзма манбаларда, шунингдек эски ўзбек тили ёзма ёдгорликларида сақланган арабча сўз гуруҳлари у ёки бу даврларда активлашиб турди. Масалан, XX аср бошларида ва 20-йиллар ўзбек тилида илмий терминлар сифатида активлашган арабча сўзлар ана шу кейинги манбалардан олинган эди.

Хулоса қилиб айтганда тил чегара билмас уммонга ўхшайди. Ундан фойдаланувчилар барча замонларда унинг кўламини кенгайтириб боришган. Халқлар ўртасидаги алоқа воситаси бўлган тил доим ривожланиб баъзан айрим сўзлар эскириб, мулоқатдан чиқиб бораверади. Буни биз ушбу мақолада келтирилган мисоллар орқали кузатишимиз мумкин.

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SHAXSSIZ IBORALAR LINGVOSEMANTIK VOSITA SIFATIDA (FRANSUZ TILI MATERIALIDA)

N. Suvonova ¹

Annotatsiya:

Ushbu maqolada shaxssiz iboralarning umumiy kommunikativ xususiyatlari aloqa birligi sifatida ko'rib chiqiladi, shuningdek, shaxssiz iboralarning mantiqiy idrok etilishi va yashirin ma'nolarining o'ziga xos grammatik omillari orqali aks etishi tahlil qilinadi.

Kalit so'zlar: shaxssiz ibora, kommunikativ frazeologik birliklar, zarurat va borliq kategoriyasi, makon va zamon kategoriyasi.

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Ma'lum bir til birliklariga xos lisoniy faoliyatning pragmatik xususiyatlari albatta, ularni yuzaga keltiruvchi omillarni o'rganish bilan bog'liq va ushbu faoliyat mazkur til birliklari ijtimoiy mohiyatini aniqlash uchun muhimdir. Bu lisoniy muloqotning ijtimoiy va ruhiy-psixologik qonuniyatlar bilan moslashgan holda ro'yobga chiqishini va shu asnoda til tizimi rivojlanishini tasdiqlovchi dalillar topish imkonini beradi. Til tizimi taraqqiyotining boshlang'ich nuqtasi esa pragmatikadan boshlanadi [1,56]. Zero, til doimo so'zlovchining shaxsiy istagi, foydasi uchun xizmat qiladi. SHunday ekan, mazkur maqolada ham fransuz frazeologiyasidagi shaxssiz iborali birliklarning o'ziga xos ayrim xususiyatlarini tahlil qilish va ularga xos lingvopragmatik xususiyatlar borasida fikr yuritmoqchimiz.

Biz bilamizki, frazeologik birliklar (keyinchalik FB) o'zilarining kommunikativ xususiyati bilan boshqa til birliklaridan ajralib turadi. A.G.Nazaryan ta'biri bilan aytganda, fransuzcha FB'larni ham nokommunikativ va kommunikativ [2,28] turlarga, M.Pekman ta'biri bilan aytganda esa, tilda mavjud barcha FB'larni so'zga teng va gapga teng birliklarga (*les unites de type **mot** et les unites de type **phrase***) [3,134] ajratish mumkin. Shunga asosan, fransuzcha aynan shaxssiz iborali FB'larni keltirilgan tasniflarning ikkinchi turiga, ya'ni kommunikativ yoki gapga teng FBlar tarzida talqin qilish lozim. Negaki, fransuz tilidagi shaxssiz iboralarning barchasi gapga teng birlik hisoblanib, o'zlarida kommunikativlik xususiyatini aks ettiradi. Bundan tashqari, ularning tarkibidagi fe'lning doimo uchinchi shaxs birlikda tuslangan tarzda kelishi ham fikrimiz isbotidir. Masalan: ***Il est belle heure pour arriver!*** - Ayni, muddao!

Il y a temps pour tout. - Har narsaning o'z vaqti bor.

Bu misollardagi vaqtni ifodalovchi ***Il est*** va ega bo'lish ma'nosini ifodalovchi ***Il y a*** shaxssiz qurilmalari tarkibidagi *être* va *avoir* fe'llarining hozirgi zamon uchinchi shaxs birlikda tuslanib kelishi fransuz tilidagi shaxssiz iborali barcha FB'larning gap strukturasiiga teng kommunikativ FB ekanligidan dalolat beradi. Ular orasida nokommunikativ, ya'ni so'zga teng FBlar uchramaydi. Ularni to'plangan aniq misollar asosida tadqiq etish jarayonida struktur nuqtai nazardan ikki turga ajratgan holda o'rganish mumkin. Ya'ni, fransuz tilidagi shaxssiz iborali FB'larni yopiq va ochiq strukturali FB'larga bo'lib o'rganish maqsadga muvofiqdir. Bunda yopiq strukturali

FBlar to'liq tugal ma'noga ega bo'ladi va struktur nuqtai nazardan tugallangan gap singari no'qta bilan yakunlanadi. Ochiq strukturali FBlar esa aksincha, ya'ni to'liq tugal ma'noga ega bo'lmaydi va natijada uch nuqta bilan yakunlanadi. Masalan,

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- yopiq shaxssiz iboralar: *Il n'y a pas de fumée sans feu.*

Shamol bo'lmasa daraxtning uchi qimirlamaydi.

Il y a temps pour tout. - Har narsaning o'z vaqti bor,

- ochiq shaxssiz iboralar: *Il fait meilleur de...*

Yaxshisi, ... Il fait bon ... - ... qilish yaxshi (*ma'qul*).

Bunday turdagi FBlardan yopiq strukturali shakllar fransuz frazeologiyasida keng tarqalgan bo'lib, ular asosan, maqollarni o'z ichiga oladi. Ochiq strukturali FBlar esa ko'proq matallarni o'z ichiga oladi.

Fransuzcha shaxssiz iboralarning nutqda qo'llanilish sohalari ancha keng qamrovli bo'lib, ularni quyidagicha tasniflash mumkin:

- "bor bo'lmoq" ma'nosida (mavjudlik kategoriyasi): *Il y a*;

- "kerak bo'lmoq" ma'nosida (zarurat kategoriyasi): *Il faut*;

- "ob-havo" ma'nosida (makon kategoriyasi): *Il fait*;

- "vaqt" ma'nosida (zamon kategoriyasi): *Il est*;

Bunday tasnif frazeologik iboralarning asosiy elementi sanalgan shaxssiz iboralar, *Il y a ...*; *Il faut...*; *Il fait...*; *Il est...*; kabilarning ifoda mazmunidan kelib chiqqan. Ammo ular boshqa komponentlar bilan birga qo'llanilib, frazeologik ibora hosil qilganda esa, ifodalayotgan frazeologik ma'no xususiyatlaridan kelib chiqqan holda boshqa ma'no kategoriyalarini ifodalashi mumkin va har biri o'ziga xos mantiqiy turli xil nutqiy mazmundorlikni hosil qiladi, ya'ni, *Il y a commencement à tout.* - Lo'li bir eshikdan o'tguncha iborasini olaylik. Unda so'zma-so'z tarjima nuqtai nazaridan *Il y a* iborasi bilan boshlanganligi sababli mavjudlik ma'nosi aks etgan. Biroq ularning frazeologik ma'nosi esa, mavjudlik ma'nosini inkor etgan holda ma'lum bir harakatning amalga oshirish jarayonini aks ettirmoqda. Ya'ni, *Lo'li bir eshikdan o'tguncha* iborasi ma'lumki, zamon tushunchasini ifodalamoqda. Xuddi shunday shaxssiz iboralarga quyidagilarni keltirish mumkin. Ular:

Fransuzcha misollar:	Shaxssiz ibora ma'nosi	O'zbekcha talqini :	Frazeologik ma'no
<i>Il ne faut pas vendre la peau de l'ours avant de l'avoir tué.</i>	zarurat	<i>Podadan oldin chang chiqarma.</i>	zamon
<i>Il n'y a plus que courage.</i>	mavjud	<i>Ko'pi ketib ozi qoldi.</i>	zamon
<i>Il faut savoir hurler avec les loups.</i>	zarurat	<i>Zamon senga boqmasa, sen zamonga boq.</i>	zamon
<i>Il est belle heure pour arriver !</i>	zamon	<i>Ayni, muddao!</i>	zamon

Ularining asosiy komponentlari orasida ham ikki xil strukturalilikni uchratish mumkin. Ushbu holat ularning inkor ma'noni ifodalash shakllari bilan bog'liq bo'lib hisoblanadi. Bunday shaxssiz iboralar qatoriga faqat "bor bo'lmoq" ma'nosidagi *Il y a* va "kerak bo'lmoq" ma'nosidagi *Il faut* qurilmalarini kiritish maqsadga muvofiq. Negaki, boshqa shaxssiz iboralarning FBlar tarkibida inkor ma'noni ifodalab kelish hollari juda kamdan-kam vaziyatlarda uchraydi.

Shuning bilan birgalikda, nutqiy tuzilmaning muloqot birligiga aylanishi va matndan o'z o'rnini topishi uchun uning grammatik shaklga ega bo'lishi etarli emas. Ushbu tuzilma matnga mos kelishi, umumiy kommunikativ maqsadga erishish ehtiyojini qondirishi lozim bo'ladi. Muloqot jarayonida bunday iboralardan foydalanish so'zlovchining o'z kommunikativ maqsadiga erishish uchun ularni jo'yali, o'z o'rnida ishlata olishi lozim. Faqat shundagina u tinglovchini o'ziga jalb qila oladi. Xuddi shuningdek, tinglovchi – adresat ham grammatikalashtirish usul va vositalari bilan tanish bo'lgan holdagina nutqiy harakat mazmunini anglaydi, shartli belgilarni mantiqan idrok etadi va ularning sirli, yashirincha ma'no jilolarini ocha oladi [1, 246].

Fransuz tilidagi shaxssiz iborali FBlarining o'ziga xos xususiyatlari yuqorida ta'kidlanganidek, xilma-xil bo'lib, ularni o'rganishdagi bunday yondashuv ularga xos ko'plab

semantik, grammatik, leksik va funksional xususiyatlarni ochib berish imkoniyatini hosil qiladi.

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ISPAN TILIDAGI SO‘ZLARNING KELIB CHIQISHIDA LOTIN, ARAB VA BOSHQA TILLARNING ROLI

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Annotatsiya:

Mazkur maqola ispan tilining etimologik rivojlanishi va unga turli tillar, xususan, lotin va arab tillarining ta'siri haqida batafsil ma'lumot beradi. Ispan tili asosan lotin tiliga asoslangan bo'lsa-da, arab tili va boshqa tillar uning leksik va fonetik tuzilmasiga katta ta'sir ko'rsatgan. Maqolada lotin tilidan kirib kelgan so'zlarning bugungi ispan tilidagi shakllari va ma'nolari bilan birga arabcha o'zlashmalar ham ko'rib chiqiladi. Bu maqola ispan tilining lingvistik tarixini va uning ko'p qirrali leksik rivojlanishini o'rganayotganlar uchun qimmatli manbalardan biri sifatida xizmat qiladi.

Kalit so'zlar: Ispan tili, etimologiya, lotin, arabizm, fonetik tuzilma, lingvistik tarix.

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Har bir tilda mavjud bo'lgan so'zlarning kelib chiqishi, ma'nosi va rivojlanish yo'li juda qiziqarli va muhim masala hisoblanadi. Ushbu sohalarni o'rganish bilan shug'ullanadigan tilshunoslik sohasi etimologiya deb ataladi. Etimologiya so'zi yunoncha "etymon" va "logos" so'zlaridan kelib chiqqan bo'lib, "etimon" — "chin, asl mohiyat", "logos" esa "ta'lim" degan ma'noni anglatadi. Demak, etimologiya tilshunoslikning chuqur tadqiqotni talab qiluvchi murakkab, ammo qiziqarli sohasi hisoblanadi.

Bugungi kunda ispan tili etimologiyasi bo'yicha o'zbek tilida yetarlicha izlanishlar olib borilmagan bo'lsa-da, ushbu maqolada ispan tiliga boshqa tillardan kirib kelgan so'zlarning o'рни va ahamiyati haqida ba'zi bir misollarni ko'rib chiqamiz.

Ispan tilining asosi va tarixiy taraqqiyoti.

Ispan tili, ya'ni kastilya tili, hind-yevropa tillari oilasiga mansub bo'lib, roman tillari guruhiga kiradi. U asosan Ispaniya, Meksika, Janubiy va Markaziy Amerika mamlakatlarida davlat va adabiy til sifatida qo'llaniladi. Bundan tashqari, Ispaniya sobiq mustamlakalari, jumladan, Marokko, Filippin orollari va AQShning janubiy hududlarida ham keng tarqalgan.

Ispan tili qariyb 500 million kishi tomonidan so'zlashiladigan til bo'lib, Birlashgan Millatlar Tashkiloti (BMT)ning rasmiy tillaridan biri hisoblanadi. Bu tilning tarixiy rivojlanishi ko'plab tillardan ta'sirlangan va so'z boyligi boshqa tillar bilan aloqalar natijasida boyitilgan.

Ispan tili ikki asosiy guruhga bo'linadi: shimoliy va janubiy. Shimoliy guruhda Leon (astur va aragon) shevalari mavjud bo'lsa, janubiy guruhda Andalus, Murs va Estremadura shevalari yetakchilik qiladi. Shuningdek, Lotin Amerikasi davlatlarida ham ispan tilining ko'plab mintaqaviy ko'rinishlari mavjud. Ushbu shevalarning talaffuzi va leksikasi turlicha bo'lsa-da, ularning barchasi ispan adabiy tili asosida shakllangan.

Lotin tili va ispan tiliga ta'siri.

Tarixiy jihatdan ispan tili ko'p tillar ta'sirida rivojlanib kelgan. Ispan tilining asosiy qismi Lotin tilidan kelib chiqqan bo'lib, bu til Buyuk Rim imperiyasining rasmiy tili edi. Lotin tili ispan tilining shakllanishida asosiy manba bo'lib xizmat qilgan. Shu sababdan, ispan tilida

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juda ko'p lotincha so'zlar uchraydi, ammo vaqt o'tishi bilan ularning ma'nosi va talaffuzi o'zgarib ketgan.

Lotin tilining ispan tiliga ta'siri juda chuqur va keng qamrovli bo'lib, bu ta'sir tilning fonetik, morfologik va semantik jihatlarida aks etgan. Bu jarayon asrlar davomida rivojlanib, ispan tilining shakllanishida va so'zlarning o'zgarishida katta rol o'ynagan. Keltirilgan misollar orqali lotin tilidan ispan tiliga o'tgan so'zlarning qanday fonetik o'zgarishlarga uchraganini, ma'nosi va shakli qaysi yo'nalishda o'zgarishini ko'rishimiz mumkin.

1. Lotincha «famelicum» va ispancha «jamelgo»

Lotin tilidagi «famelicum» so'zi «och» yoki «ochlikdan qiynalayotgan» ma'nosini bildirgan. Biroq, ispan tiliga o'tganida, bu so'zning shakli ham, ma'nosi ham sezilarli o'zgarishga uchrab, «jamelgo» so'ziga aylangan. Ispan tilida esa bu so'z «nimjon ot» yoki «bo'shashgan, ozg'in jonzot» ma'nosini bildiradi. Bu holatda biz semantik torayishning bir turini ko'ramiz: «ochlik» bilan bog'liq umumiy ma'no torayib, maxsus bir turdagi hayvonga — juda oriqlar — nisbatan qo'llaniladigan so'zga aylangan.

Bu kabi o'zgarishlarni fonetik va semantik jihatdan ham ko'rib chiqish mumkin:

- Fonetik jihatdan: So'zdagi «f» tovushi ispan tilida «j» tovushiga o'zgargan. Bu jarayon lotin tilidagi boshqa so'zlarda ham ko'zga tashlanadi, chunki ispan tilida «f» tovushi bir necha holatda «h» yoki boshqa tovushlarga aylangan.

- Semantik jihatdan: «Jamelgo» so'zi asl ma'nodan ancha uzoqlashib, alohida ixtisoslashgan bir so'zga aylangan. Bu o'zgarish so'zning ma'nosi va ishlatilishida aniqroq kontekstda qo'llanilishiga olib kelgan.

2. Lotincha «filium» va ispancha «hijo»

Lotin tilidagi «filium» (o'g'il) so'zi ispan tiliga kelib «hijo» shaklida o'zgargan. Bu o'zgarishning asosiy elementi fonetik o'zgarish bo'lib, unda lotinchadagi «f» tovushi ispan tilida «h» tovushiga almashgan va keyinchalik bu «h» harfi talaffuzdan tushib qolgan.

Bu jarayonni quyidagi nuqtalarda batafsil yoritish mumkin:

- F→H tovush o'zgarishi: yuqorida aytib o'tilganidek, lotin tilidan kelgan ko'plab so'zlarda «f» bosh tovushi ispan tilida «h» tovushiga aylangan. Bu o'zgarish, ayniqsa, xalq lotin tilidan rivojlangan roman tillari, xususan, ispan tilida juda keng tarqalgan. Masalan, lotincha «farina» (un) ispan tilida «harina» shakliga o'tgan. Bu o'zgarish fonetik jihatdan ancha barqaror va ko'p so'zlarda uchraydi. Biroq, bu «h» tovushi keyinchalik talaffuzdan butunlay tushib qolgan va faqatgina yozuvda saqlanib qolgan.

- Semantik jihatdan o'zgarmagan: So'zning ma'nosi lotinchadan ispan tiliga o'tganda deyarli o'zgarmagan. Lotin tilidagi «filium» so'zi ispan tilida ham «o'g'il» ma'nosini bildirgan, ya'ni semantik o'zgarishlar sezilmaydi.

3. Lotincha undosh tovushlar birikmasining o'zgarishi: «fl», «pl», «cl»

Lotin tilidagi undosh tovushlar birikmalari ham ispan tilida fonetik o'zgarishlarga uchragan. Masalan, lotin tilidagi:

- «flammam» (olov) so'zi ispan tiliga kelib «llama» shakliga o'tgan,

- «pluvia» (yomg'ir) so'zi «lluvia» (yomg'ir) so'ziga aylangan.

Bu jarayonni batafsil ko'rib chiqaylik:

- Fonetik o'zgarish: Lotin tilidagi undosh tovushlar birikmasi «fl», «pl», «cl» ispan tilida «ll» tovushiga o'zgargan. Bu o'zgarish nafaqat ispan tilida, balki boshqa roman tillarida ham uchraydi, lekin aynan ispan tilida bu «ll» tovushi juda keng tarqalgan. Bu tovush bugungi kunda ko'pincha «y» sifatida talaffuz qilinadi, lekin yozuvda hali ham «ll» shaklida saqlanadi.

- Semantik o'zgarish: Bu so'zlar asosan fonetik o'zgarishlarga uchragan, ya'ni ma'no jihatdan ular lotin tilidan o'tganda sezilarli o'zgarishlarga uchramagan. Masalan, «flammam» so'zi lotinchada «olov» ma'nosini bildirgan va ispan tilida ham «llama» bu ma'noni saqlab qolgan. Shunga qaramay, fonetik o'zgarish ispan tilida yangi tovush tizimini shakllanishiga katta hissa qo'shgan.

Arab Tilining Ta'siri

Ispan tili tarixida arab tili ham katta ta'sir ko'rsatgan. Milodiy 711-yildan boshlab XVII asrga qadar Iberiya yarim orolida arab madaniyati va tili kuchli ta'sir o'tkazdi. Natijada, ispan tilida ko'plab arabcha so'zlar paydo bo'ldi. Quyida ba'zi arabcha kelib chiqadigan so'zlar keltirilgan:

- Qishloq xo'jaligida: acequia (kanal), algodón (paxta), azúcar (shakar), aceite (yog').
- Urush terminologiyasida: alférez (kichik ofitser), tambor (baraban), arsenal (qurol zavodi).

- Savdo va ishlab chiqarishda: aduana (bojxona), tarifa (narx), arancel (tarif).
- Oshxonada: albóndiga (yumaloq qiyma), almíbar (qiyom), taza (chashka).
- Qurilishda: alcázar (qasr), adobe (somon g'isht), azulejo (plita).
- Joy nomlarida: Alcalá, Albacete, Guadalajara, Guadalquivir.

Arab tilining ispan tiliga kirib kelishi nafaqat oddiy so'zlar orqali, balki ilm-fan, matematika va astronomiya sohalarida ham amalga oshgan. Masalan:

- Matematika: cifra (raqam), álgebra (algebra), algoritmo (algoritm).
- Astronomiya: cenit (zenit), nadir (nodir).
- Kimyo: alquimia (kimyo), azufre (oltingugurt).
- Tibbiyot: jarabe (sharob), nuca (bo'yin).

Arab tili orqali kirib kelgan ushbu so'zlar ispan tilining leksikasini boyitgan va boshqa tillarga ham ta'sir qilgan. Masalan, «álgebra», «cifra» va «cenit» so'zlari ko'plab tillarda ishlatiladi.

Lotin amerikasi ispan tiliga yangi ranglar qo'shdi.

Ispan tilining Lotin Amerikadagi rivoji ham qiziqarli. Bu mintaqadagi ispan tili mintaqaviy o'ziga xosliklarga ega bo'lib, mahalliy tillar va madaniyatlar ta'sirida boyitilgan. Mahalliy xalq tillaridan kirib kelgan so'zlar ispan tilida keng tarqalgan:

- Tomate (pomidor),
- Chocolate (shokolad),
- Tabaco (tamaki),
- Maíz (makkajo'xori),
- Cacao (kakao).

Bu so'zlar nafaqat ispan tilida, balki boshqa yevropa tillarida ham qo'llanilmoqda.

Ispan tiliga yunon tilining ta'siri.

Yunon tili ham ispan tiliga katta ta'sir o'tkazgan. Ko'pgina ilmiy va texnik atamalar yunon tilidan kirib kelgan. Masalan:

- Bibliya (muqaddas kitob),
- Política (siyosat),
- Matemáticas (matematika),
- Fantasía (fantaziya).

Yangi kashfiyotlar va ixtirolar natijasida paydo bo'lgan so'zlar yunon tilidan olingan neologizmlar orqali kirib kelgan: teléfono (telefon), microbio (mikrob), psicología (psixologiya).

Fors va yapon tillari orqali kirgan so'zlar.

Ispan tiliga ta'sir o'tkazgan boshqa tillardan fors va yapon tillarini ham keltirish mumkin. Fors tilidan kiosco (kiosk), babucha (shippak) kabi so'zlar o'zlashtirilgan bo'lsa, yapon tilidan esa kimono, karaoke, biombo (parda) kabi so'zlar kirib kelgan.

Ispan tilidan boshqa tillarga kirib kelgan so'zlar.

Ispan tilidagi ko'plab so'zlar boshqa tillarga ham kirib borgan va xalqaro miqyosda ishlatiladigan so'zlarga aylangan. Masalan:

- Paella (ispan milliy taomi),
- Sangría (ispan ichimligi),
- Donjuán (ayollarni yo'ldan ozdiruvchi obraz).

Xulosa o'rnida shuni ta'kidlash joizki, yuqorida keltirilgan so'zlar ispan tilining chuqur ildizlariga ega bo'lib, ularsiz ispan tilining to'laqonli ifodasini tasavvur qilish mumkin emas. Bu so'zlar asrlar davomida tilga singib ketgan va ularning asl kelib chiqishi ko'pincha e'tibordan chetda qoladi. Til tarixini bilmagan oddiy so'zlovchi ushbu leksik birliklarning boshqa tillardan kirib kelganini payqamaydi. Biroq, hozirgi zamonaviy tillar bir-biri bilan doimiy aloqada bo'lib kelgan va ularning rivojlanishi jarayonida turli xalqlarning madaniy va tarixiy munosabatlari muhim rol o'ynagan. Shu sababli, ispan tili kabi murakkab til o'ziga xosligi bilan boshqa tillardan kirib kelgan unsurlarni o'zlashtirish orqali boyib kelgan.

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POSITIVE EMOTIONAL DEIXIS IN ENGLISH AND UZBEK

Shermatov A.A.¹, Nosirova A.A.²*Abstract:*

This article examines the idea of positive emotional deixis in Uzbek and English, emphasizing the linguistic and cultural expressions that communicate happiness. It explores the comparative study of how deictic elements such as, pronouns, adverbs and demonstratives are expressed in each language to convey affirmative sentiments. Through the analysis of particular cases, the research highlights the parallels and discrepancies between Uzbek and English speakers' use of language to establish and maintain constructive interpersonal connections. By shedding light on the relationship between language, culture and emotion, the paper advances our knowledge of cross-linguistic emotional expression.

Key words: language, deixis, emotional, positive, Uzbek language, English language, cross-cultural communication, linguistic expression of emotion, comparative linguistics, emotional expression in language.

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Introduction: This article will do a comparative analysis of positive emotional deixis in Uzbek and English, examining how each language encodes and communicates positive emotions using deictic phrases. The study examines samples from both languages to discover patterns and nuances that indicate the interplay between language and emotion. Furthermore, this study contributes to our understanding of cross-linguistic and cross-cultural communication by providing insights into how different languages influence the expression of happy emotions. The study's findings have consequences for both linguistic theory and practical communication, particularly in intercultural contexts where recognizing emotional nuances is crucial. By examining the similarities and differences in positive emotional deixis between Uzbek and English, this article improves our understanding of how language functions as a mirror of cultural and emotional realities, ultimately enriching our appreciation of the diverse ways in which humans express their feelings through language. While both languages use deictic terms to convey good feelings, the specific methods in which these expressions are used might vary depending on cultural norms, communicative practices and linguistic structures. For example, in Uzbek, a language steeped in respect and community norms, positive emotional deixis frequently indicates a great emphasis on politeness and hierarchical connections. English, on the other hand, may show a greater spectrum of emotional deixis due to its diverse and individualized cultural setting.

Main Part:

Our linguists give different definitions regarding the concept of deixis. Deixis are forms that indicate “who”, “when”, “where” of the language. They determine the location of the speaker in relation to time and space, and we have witnessed many similar opinions expressed [Rakhimov, 1989: 28-29]. But it is necessary to make a special stop in order to give a definition that includes all types of deixis. Deixis is a product of macro-linguistics and is a reference word that emphasizes a certain unit, phrase or even a large paragraph within the text. Deixis, on the one hand, increases the meaningfulness of the text, and on the other hand, it can be used to lighten the speech and prevent idiocy [Safarov., 2008:44-46].

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Famous American psychologist Carroll Ye. Izard states that it is very difficult to determine the essence of the concept of "emotion", and therefore "a laconic definition cannot fully reveal its essence." Nevertheless, while giving a brief definition of emotions, he put forward the opinion that "it cannot be said to be complete in any case." "Emotion is a process that, like a feeling, stimulates and directs and co-organizes intelligence, thought, and action." Emotions play a big role in human life, because "human culture begins to differ from the social instincts of animals, first of all, with the formation of an emotional prelude. It turns out that emotions are very difficult to study - so difficult that they have so far been considered simply not a solution for scientific research. [Изард, 2000:27].

Although emotionality is interpreted as a pragmatic process in the field of linguistics, its study is comprehensive, and it is inevitable that psychology, cybernetics, medicine and many other fields will be taken as an object of study in addition to linguistics.

Emotionality expresses a person's inner experiences, his influence on reality, and it can be expressed using many tools. One of the widely used means of expressing emotionality is tone. Positive or negative emotionality can be expressed by changing the tone from the usual appearance. There is a possibility that the speaker will evoke a feeling of fear, affection, closeness or sincerity in the addressee by means of tone.

Emotional deixis is the result of a person's (more precisely, a linguistic person's) relationship with reality and its means of expression are linguistic units related to different levels of language construction. First of all, it should not be forgotten that emotionality is characteristic of the content of any speech act, because the speaker cannot remain neutral in the perception of the happening events and is obliged to express his feelings in the speech and information transmission. But the level of emotion is different, its amount is determined by the level of impact on the listener (student) and the purpose of encouraging him to do what activity. In linguistic activity, it is necessary to adjust the ratio of emotionality and rationality (consideration). The expression of emotionality in speech activity in different forms and levels is formed with the participation of events that form the content of speech units such as the purpose of expressing feelings, the content of modality, tonality (harmony)

In modern linguistics, the phenomenon of deixis is interpreted in a broad sense, and it is recognized that it belongs to all types of speech activity. Deictic content is formed as a "time-space-social knot supplement" of communicative action and has the ability to be manifested in different forms and appearances. The impact of emotion on speech activity shows different manifestations of the axis of emotion. According to V. I. Shakhovsky and his students, the course of emotional speech activity is the result of the interaction of four main features. Such indicators are the following: 1) emotional goal (intention) of the speaker; 2) the modality of his feeling; 3) level of emotionality; 4) direction of emotion, i.e. targeted [Шаховский., 2008:47].

E.g. "Whatever thou wilt have, dear frog," said she-"My clothes, my pearls and jewels, and even the golden crown which I am wearing." [Grimm Ya. The Frog-King or Iron Henry. – P.16]

This example represents some positive emotional deixis by speech of princess. Regardless of the princess's original attitude toward the frog, the adjective "dear" is a good emotional deixis since it represents her endeavor to be courteous or loving. "Dear" is a word of courtesy or affection. It's frequently used to show someone to be cared, respect, or are in a nice mood and used to convey warmth, fondness and affection. It's usually used to speak to people in a tender or kind way. For instance, addressing someone as "dear" might suggest a deep personal bond or strong emotional affinity. In this instance, the princess is utilizing a positive emotional deixis technique when she addresses the frog with "dear" suspended in this area.

Now we see the same situational process in Uzbek fairy tale. E.g. -Ko'p xafa bo'lma, qizim, senga yordam beraman, - deb qizni ovutibdi. Qiz ham unga: - Rahmat! Men sizni

onamdek ko'raman. Buyurgan ishingizni jonim bilan qilaman, - deb javob beribdi. [https://ertak.uz/tale/263#:~:text=MULTFILMLAR-,Zumrad%20va%20Qimmat,-29.05.2015]

The words and phrases “thank you” and “I see you as my mother” convey positive emotional deixis in this passage from the Uzbek folk tale series, which is taken from the story “Zumrad and Qimmat.” First of all, Zumrad, the main character, expresses his satisfaction and joy with the term “thank you.” This is because the elderly woman's offer immensely thrilled Zumrad, who was homeless and in need of a place to stay. “Thank you” is an Uzbek phrase that is typically used to express gratitude or satisfaction. The word “you” in the statement “I see you as my mother” denotes that Zumrad is speaking of the elderly woman, and Zumrad's upbeat outlook is evident from the elderly woman's kind treatment. Given that Zumrad was raised by a stepmother and never experienced her warmth, it is evident that she values the elderly woman's generosity. Positive emotional deixis is employed correctly and deftly in both statements.

E.g. “The King's daughter was delighted to see her pretty plaything once more, and picked it up, and ran away with it.” [Grimm Ya. The Frog-King or Iron Henry.-P.16]

From this sentence, we can see that there is adjective demonstrated emotional deixis. The adjective “delighted” conveys the princess's joy upon finding her golden ball. “Pretty” conveys a favorable opinion of the item as well. “Delighted” is a word that distinctly conveys happiness. It depicts the princess's ecstatic reactions to discovering her golden ball. She is expressing her emotional reaction to the incident in a frank manner with this. Since it expresses the princess's feelings in exact proportion to the circumstances, “delighted” in this context serves as a type of emotional deixis. The phrase makes the princess's response more realistic and vivid by elucidating how she feels about getting the ball back. By utilizing the word “delighted,” the story highlights how important the occasion is to the princess. It expresses her happiness and relief, which heightens the scene's emotional impact. This happy emotional reaction connects readers with the character's satisfaction and helps to keep them interested.

The princess's choice of language in both instances demonstrates emotional deixis by expressing her sentiments for the frog and her cherished property. Even if the frog's actual sentiments may be different, the use of the word “dear” in the first example suggests that she is making an attempt to be kind and kind toward her. It demonstrates how she uses constructive emotional deixis to foster kindness. The words “delighted” and “pretty” in the second example convey the princess's sincere happiness and bond with her golden ball. The usage of “delighted” enhances the scene's emotional impact by reflecting her intense emotional reaction. Both instances demonstrate how certain phrases are employed to convey and heighten the characters' emotional tones.

Now we observe by Uzbek examples. E.g. “To'g'ri bo'ling - bexavotir bo'lasiz. Maqtanchoq bo'lmang - xijolat tortmaysiz. Dangasalik qilmang - baxtsiz bo'lmaysiz.” [https://ertak.uz/tale/397]

This passage from the Uzbek folk tale series, which is derived from the story “The Three Brave Brothers,” demonstrates how the Uzbek people have always advised their children because they believe that raising children is more essential than everything else. From an early age, they have instilled in their children the fundamental moral principles required for social interaction. We witness the father giving his boys advice through the positive emotional deixis, such as “be honest, don't be boastful, and don't be lazy.” The long-standing father-son bond that has developed into a cherished custom is reflected in these advising gestures. The positive emotional deixis “be honest” demonstrates that being honest keeps one away from concerns, and Uzbeks always esteem those who are honest. The adage “don't be boastful” encapsulates the importance of humility by emphasizing that a person who is modest is always valued by society and that they develop virtue. Last but not least, the adage

“don't be lazy” illustrates how deeply embedded hard labor is in Uzbek culture and how industrious people are always respected for their dignity in any community or nation. The boys are the target of all these constructive emotional deixis points.

Positive emotional deixis is employed to express warmth, thankfulness, and moral instruction in both of these Uzbek folktale examples. Zumrad's expressions of gratitude (“thank you”) and affection (“I see you as my mother”) in the first example from Zumrad and Qimmat demonstrate her profound thanks for the old woman's generosity. Given her challenging background with a strict stepmother, these remarks demonstrate her emotional connection and thankfulness. Zumrad's happiness and relief at getting the much-needed assistance are highlighted by the use of positive emotional deixis. The father's counsel in the second example from *The Three Brave Brothers*- “be honest,” “don't be boastful,” and “don't be lazy”- acts as constructive emotional deixis meant to inculcate moral principles in his kids. Every sentence embodies a fundamental virtue. The usage of these lines demonstrates how emotional advice is transmitted to future generations, and each phrase emphasizes a fundamental Uzbek virtue: honesty, humility, and hard effort. In order to raise his boys and secure their future prosperity and pleasure, the father employs these moral precepts.

Conclusion: To sum up, positive emotional deixis is an essential linguistic tool for expressing feelings like pleasure, optimism, love, and affection in both Uzbek and English. The fundamental goal of emotional deixis is still the same, despite the cultural and contextual variations between the two languages: to elicit, highlight, or strengthen emotional connections between speakers and listeners. The emotional tone of conversation is greatly influenced by certain markers in both languages, such as phrases of affection, personal pronouns, and expressions that are sensitive to the context. For example, emotional deixis in Uzbek is frequently associated with relational phrases that highlight attachment and respect in social hierarchies, but emotional expression in English is typically more straightforward.

In spite of these subtleties, communication is more intimate and powerful in both languages since they mostly rely on deixis to express shared emotional experiences. The study of positive emotional deixis highlights how emotions are universally expressed in human contact and the distinctive ways that other cultures approach and frame these emotions in language. Understanding these deixis techniques helps speakers make stronger connections across language boundaries and improve cross-cultural communication by helping them better negotiate emotional subtleties. All following sentence of conclusion are determined examples in both Uzbek and English languages.

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СПЕЦИФИЧЕСКИЕ ОСОБЕННОСТИ ТЕРРИТОРИАЛЬНОГО РАЗДЕЛЕНИЯ ФРАНЦИИ, ОТРАЖЕННЫЕ ВО ФРАЗЕОЛОГИЧЕСКОЙ КАРТИНЕ МИРА ФРАНЦУЗСКОГО НАРОДА

Л. Холмурадова¹

Аннотация:

Фразеологизмы, сформированные в рамках одного социокультурного сообщества, отражают как языковые и культурные устои, так и территориальные особенности конкретной страны и нации. Изучение данных особенностей французской фразеологической картины мира, способствует более обширному восприятию французской культуры в сфере межкультурной коммуникации.

Ключевые слова: фразеология, французская фразеологическая картина мира, народ, нация, культура.

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В мировой лингвистике изучение и сопоставление фразеологической картины мира разных языков является очень актуальным. Внимание зарубежных и отечественных лингвистов в области фразеологии привлекают исследования, проводимые при сопоставлении двух и более языков. Фразеологическая система любого языка в целом обладает своими национальными особенностями. Во фразеологической картине мира отражаются культура, традиции и быт народа. Во фразеологизмах часто сохраняются архаические элементы как отражение исторического развития нации.

Сопоставительному анализу фразеологических единиц и путей их формирования посвящены работы Л.Л. Григорьевой, Н.А. Хомяковой, М.И. Грицко, Ж.Д. Казимагомедовой.

В отечественной лингвистике исследованию фразеологических единиц посвящены труды таких ученых, как: М.И. Умарходжаев, А.Э. Маматов, Насруллаева Н.З. В частности, А.М. Бушуй разработал основы по составлению лексикографических и фразеологических словарей

Н.Н. Кириллова считает, что «фразеология является проекцией мира в языковом сознании, формирующем в каждом языке свою языковую картину мира, будучи системнообразующим конституентом глобальной системы, в которую входят и человек, и его окружающий мир» [2; 11].

Мы абсолютно согласны с мнением Н.Н. Кирилловой, так как именно фразеологический фонд описывает этнокультурную и национальную специфику разных народов и способствует их взаимодействию друг с другом. Каждый фразеологический оборот проходит проверку временем, в рамках той картины мира, в которой он появился.

Фразеологизмы, сформированные в рамках одного социокультурного сообщества, отражают как языковые и культурные устои, так и территориальные особенности конкретной страны и нации.

Во французской фразеологической картине мира есть большое количество фразеологизмов, связанных с региональными особенностями разных регионов

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Франции. Жители французских провинций имеют свои определенные особенности, которые отличаются друг от друга. Нормандцев принято считать недоверчивой, осторожной и хитрой нацией. Они любят приукрашать многие события, используя большое количество эпитетов. Их ответы всегда красноречивы, но многозначны, без какой либо конкретики, что способствовало появлению следующего фразеологического оборота: «répondre en Normand» (ответить по-нормандски). Этот фразеологизм используют, когда хотят показать, что ответ уклончивый и без определенной конкретики. Другой фразеологизм «c'est un fin Normand» (нормандский конец) употребляют, когда хотят предупредить о какой-либо хитрости или уловке со стороны говорящего.

Гасконцы считаются очень общительным и шустрым народом, они с легкостью заводят новые знакомства, очень разговорчивы и тем самым легко располагают к себе окружающих. Эти качества гасконцев как нельзя лучше отражены в следующем фразеологическом обороте: «agir en Gascon» (действовать по-гасконски), то есть вести себя раскованно, чванливо, быть в центре внимания. Следующий пример используют, когда хотят предупредить, что сказанное обещание никто не будет исполнять: «faire des promesses de Gascon» (давать пустые обещания). Бретонцев принято считать очень прямолинейными и не толерантными, не всегда соблюдающими общественные правила поведения людей в обществе. К примеру: «de bas Breton» (необтесанный бретонец).

Данные примеры наглядно иллюстрируют специфические особенности территориального разделения Франции, отраженные во фразеологической картине мира французского народа.

Кроме того, в каждом конкретном языке фразеологизмы называют лишь актуальные для одного человека и его жизнедеятельности фрагменты мира, при этом не всегда то, что бывает актуальным для одного народа, может быть неактуальным для другого, поэтому фразеологическая картина мира является специфической для каждого конкретного языка и носит фрагментарный характер.

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ВЛИЯНИЕ ГЛОБАЛИЗАЦИИ В РАЗВИТИЕ КУЛЬТУРНОГО ИММУНИТЕТА У СТУДЕНТОВ ВЫСШЕГО ОБРАЗОВАНИЯ

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Аннотация:

В условиях глобализации и растущего культурного многообразия важным становится формирование у студентов культурного иммунитета – способности критически воспринимать внешние культурные влияния, сохраняя свою идентичность. Статья рассматривает роль образовательного процесса в развитии культурного иммунитета с акцентом на использование индивидуального подхода. Проанализированы методы и стратегии педагогической работы, учитывающие особенности личности каждого студента. Представлены результаты исследования, доказывающие эффективность таких методов в формировании культурной устойчивости и межкультурной компетенции.

Ключевые слова: культурный иммунитет, индивидуальный подход, культурная идентичность, межкультурная компетенция, образование, студенты, глобализация.

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Современная образовательная среда характеризуется интенсивными межкультурными взаимодействиями, что требует от студентов не только знания своей культуры, но и умения понимать, анализировать и уважать культурные нормы других народов. В условиях глобализации и ускоренного обмена культурной информацией студенты сталкиваются с многочисленными культурными вызовами, которые могут оказывать как положительное, так и деструктивное воздействие на их личностное развитие. Одним из ключевых аспектов формирования зрелой личности в таких условиях становится развитие культурного иммунитета.

Глобализация студентов — это процесс, в ходе которого учащиеся становятся частью глобального образовательного и культурного пространства. Влияние глобализации на студентов выражается в следующих ключевых аспектах:

- доступ к международному образованию: благодаря глобализации студенты получают возможность учиться за границей, участвовать в программах академического обмена, таких как Erasmus или Fulbright, а также дистанционно обучаться в зарубежных университетах. Это расширяет их культурный и образовательный кругозор, давая доступ к лучшим мировым практикам и инновациям в образовании;

- межкультурная коммуникация: студенты всё чаще взаимодействуют с представителями различных культур через социальные сети, международные проекты и глобальные кампусы. Это развивает их межкультурную компетенцию и учит адаптироваться к культурным различиям;

- трансфер знаний и технологий: глобализация способствует быстрому распространению новых знаний и технологий, что позволяет студентам оставаться в курсе последних научных и технологических достижений. Совместные международные исследования и доступ к мировым информационным ресурсам ускоряют их профессиональное развитие;

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-унификация образовательных стандартов: глобализация способствует разработке международных стандартов в образовании, что делает дипломы и квалификации более универсальными. Это упрощает для студентов трудоустройство за границей и интеграцию в глобальные профессиональные сообщества; конкуренция и мобильность: в условиях глобализации студенты сталкиваются с высокой конкуренцией на мировом рынке труда. Это стимулирует их к получению дополнительных навыков, знаниям иностранных языков и развитию межкультурной компетенции. Кроме того, глобализация увеличивает мобильность студентов, давая им возможность искать работу или стажировки в других странах;

-культурное обогащение и культурные вызовы: глобализация способствует культурному обмену, который помогает студентам лучше понять другие культуры и развить толерантное отношение к ним. Однако одновременно это может привести к культурным вызовам, таким как размывание культурной идентичности, что требует развития культурного иммунитета.

Таким образом, глобализация студентов оказывает значительное влияние на их образование, карьерные перспективы и развитие личностных и профессиональных навыков, помогая им стать частью глобального общества, но также ставит задачи по сохранению их культурной самобытности.

Культурный иммунитет представляет собой систему защитных механизмов, которые помогают личности адаптироваться к многообразию культурных влияний, сохраняя при этом свою идентичность и способность критически осмысливать получаемую информацию. Важным фактором формирования этого качества является образовательный процесс, который должен быть адаптирован под индивидуальные особенности каждого студента, что позволит более эффективно развивать его культурные и когнитивные способности.

Культурный иммунитет – это способность личности к критическому восприятию культурных явлений и к сохранению культурной идентичности в условиях воздействия различных культурных потоков. Основные компоненты культурного иммунитета включают:

Когнитивный компонент культурного иммунитета заключается в способности индивида осознавать и понимать свою культурную идентичность, а также осваивать знания о культурных особенностях других народов.

Это включает в себя:

1. Знание своей культуры: понимание исторических, социальных и ценностных основ своей культуры, включая традиции, обычаи, язык, верования и символы.
2. Осознание своей культурной идентичности: понимание того, как культурная принадлежность влияет на личность, поведение и мировоззрение. Это осознание своей роли и места в культурной системе.
3. Знание других культур: понимание, что каждая культура уникальна, и знание ключевых культурных элементов, обычаев и традиций других народов. Это способствует уважению и толерантности к разнообразию.
4. Критический анализ культурных взаимодействий: способность анализировать культурные явления, осознавать влияние глобализации на культуру и критически оценивать внешние культурные воздействия.

Этот компонент играет важную роль в формировании межкультурной компетенции и помогает студентам ориентироваться в культурном многообразии, сохраняя при этом свои корни и культурные ценности.

Развитие культурного иммунитета у студентов – это важная задача образовательных учреждений в условиях глобализации. Индивидуальный подход позволяет учесть личностные особенности студентов, что способствует более

эффективному формированию их культурной устойчивости и критического мышления. Применение индивидуализированных методов обучения повышает мотивацию студентов, их способность к осознанию и пониманию культурных различий, что является основой для успешной социальной и профессиональной адаптации в многонациональной и многокультурной среде. Будущие исследования должны быть направлены на разработку и внедрение программ, основанных на индивидуальном подходе, которые помогут более глубоко интегрировать вопросы культурного иммунитета в образовательный процесс.

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THE ROLE OF CULTURAL CONTEXT IN TRANSLATION: CHALLENGES AND SOLUTIONS IN TRANSLATING UZBEK LITERARY TEXTS INTO ENGLISH

G. Karimova¹

Abstract:

Translating literary texts is not merely a linguistic task; it also involves transferring the cultural nuances embedded in the source language. This paper explores the challenges translators face when translating Uzbek literary texts into English. It discusses the strategies used to convey cultural references, idiomatic expressions, and historical contexts, while also highlighting the limitations of literal translation methods. Through analysis of selected Uzbek novels, this study examines how translators can maintain the balance between faithfulness to the original and accessibility for foreign readers. The article concludes with recommendations for future translations of Uzbek literary works, focusing on enhancing cultural understanding through context-aware translation techniques.

Key words: Translation, cultural context, literary translation, Uzbek literature, idiomatic expressions, literal translation, cross-cultural understanding.

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Translation is an essential tool for cross-cultural communication and the dissemination of literary traditions across languages. In literary translation, particularly when translating from one language with a specific cultural and historical context to another, the challenge extends far beyond mere word-for-word translation. For a literary translator, it is crucial to carry over not just the content, but the cultural essence, idiomatic expressions, and stylistic choices that make a text resonate with its original audience. When it comes to translating Uzbek literary texts into English, the task becomes even more complex due to the deeply rooted cultural aspects that are often unique to Uzbek society and history. Uzbek literature, with its rich narrative traditions and historical backgrounds, presents challenges that require thoughtful strategies to avoid losing essential meaning.

A literal translation can strip away the richness of these cultural references, reducing the impact of the text for an English-speaking audience. This article aims to delve into the challenges faced by translators when translating Uzbek literary works into English, the role of cultural context in this process, and potential strategies for overcoming these challenges. By examining specific Uzbek texts and their translations, we will discuss methods that have proven successful and propose solutions for future translation projects to better preserve the cultural and literary value of the original texts.

Literary translation is not just the act of converting text from one language to another; it is a process of conveying the worldview, history, and cultural nuances embedded in the source text. The target language, in this case, English, may not have equivalents for many cultural concepts or idiomatic expressions found in Uzbek. For instance, Uzbek literature often reflects the country's historical experiences, such as Soviet rule, the fight for independence, and the ongoing influence of ancient traditions. The portrayal of such events and experiences in Uzbek literary texts is not only linguistically specific but also steeped in cultural significance. When a translator encounters references to traditional practices such as "beshik to'y" (cradle ceremony) or "navruz" (New Year celebration), they must decide how to

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maintain the original's cultural integrity while making the text understandable to a reader unfamiliar with Uzbek culture.

Similarly, Uzbek idiomatic expressions pose a challenge in translation. Expressions such as "bir navi odamlar" (people of a certain type) or "oyoq ostida gul" (flower underfoot) are deeply metaphorical and rooted in cultural understanding. Translating such idioms literally would result in loss of meaning and emotional impact. Therefore, one of the key tasks of the translator is to navigate these complexities in a way that retains the cultural weight of the original while still making the text accessible to foreign readers.

Uzbek literature is rich with cultural references, including descriptions of traditional events, customs, and values. These references may be difficult for English-speaking readers to grasp without sufficient context. For example, the use of specific terms for family relations, such as "kelin" (bride), carries cultural connotations that may not have a direct equivalent in English. Moreover, many literary works emphasize the importance of communal values, which may contrast with the individualism typically found in Western literature.

The historical allusions present in Uzbek literature also pose challenges for translators. Works such as *O'tgan Kunlar* by Abdulla Qodiriy often reference significant historical events, like the fall of the Bukhara Khanate or Soviet rule, which are central to the narrative but may not be well-known to an English-speaking audience. In this context, providing adequate historical background within the translation, perhaps through footnotes or appendices, becomes essential.

Idiomatic expressions are another obstacle in translating literary works. For example, the Uzbek idiom "gapni bir tishlam qilsin" (to break one's word) might not convey its full meaning if translated literally into English. Translators often have to find equivalent expressions or reformulate sentences to preserve the meaning and emotional weight of the original.

Translators often employ a range of strategies to overcome these challenges. These include:

Cultural Substitution

One strategy is to replace culturally specific references with equivalents that are more familiar to the target audience. This approach, while effective in making the text more accessible, risks losing the original's cultural essence. For instance, replacing Uzbek celebrations with Western counterparts can make the translation more understandable, but it strips the text of its cultural significance.

Transliteration with Annotations

Another method is transliteration, where specific words or phrases are kept in their original form and explained through footnotes or endnotes. This technique is useful for maintaining cultural authenticity while providing necessary context. For example, terms like "so'm" (Uzbek currency) or "dastarkhan" (a traditional meal setting) can be transliterated, with additional explanations provided to clarify their meaning.

Literal vs. Free Translation

Deciding between a literal and a free translation is a crucial part of the process. While literal translations strive to stay as close as possible to the source text, they often fall short in conveying the cultural nuances of the original. Free translations, on the other hand, focus more on the message and cultural meaning, which can make the text more relatable but less faithful to the original structure and wording.

One of the most prominent examples of the complexities of translating Uzbek literature into English is Abdulla Qodiriy's *O'tgan Kunlar* (Days Gone By). The novel is widely regarded as one of the foundational works of modern Uzbek literature, and its themes of social reform and national identity are deeply rooted in the historical context of early 20th-century Central Asia. Translating *O'tgan Kunlar* into English requires navigating numerous cultural and historical references that may be unfamiliar to English-speaking readers. For

example, the portrayal of the traditional Central Asian "mahalla" (community) system and the depiction of women's roles within this system are central to the novel's narrative. However, these concepts do not have direct counterparts in Western cultures, making it challenging to convey their full significance.

Translating Uzbek literary texts into English is a delicate balancing act that requires the translator to navigate cultural, historical, and idiomatic differences between the two languages. While there is no one-size-fits-all approach, translators can employ strategies such as cultural substitution, transliteration with annotations, and choosing between literal and free translation to maintain the integrity of the original work while making it accessible to the target audience.

In particular, the translation of Uzbek literary works such as Abdulla Qodiriy's *O'tgan Kunlar* highlights the importance of understanding the cultural and historical context behind the text. Translators must be sensitive to these nuances in order to produce translations that are not only linguistically accurate but also culturally resonant.

Future efforts to translate Uzbek literature into English should focus on fostering cross-cultural understanding and appreciation. This could be achieved through more collaborative projects involving translators who are deeply familiar with both Uzbek and English-speaking cultures, as well as the use of supplementary materials such as glossaries, footnotes, and translator's notes to help bridge the cultural gap for foreign readers.

By paying close attention to the cultural dimensions of translation, we can ensure that Uzbek literature is not only translated, but also truly understood and appreciated by a global audience.

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LANGUAGE ACQUISITION IN A MULTILINGUAL ENVIRONMENT

*F. Ibadullaev*¹*Abstract:*

This article explores the dynamics of language acquisition in multilingual environments, examining how exposure to multiple languages affects linguistic development. The study investigates the cognitive and social factors that facilitate multilingualism, alongside the challenges encountered in such settings. By analyzing both quantitative and qualitative data from diverse multilingual contexts, the research aims to provide a comprehensive understanding of the mechanisms underpinning language acquisition in multilingual environments. The key findings suggest that multilingual exposure enhances cognitive flexibility and metalinguistic awareness, though it may also present certain challenges in language differentiation and code-switching.

Key words: educators, cognitive flexibility, effective, complexities, differentiation, strategy.

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Research Objectives:

- To identify the cognitive benefits associated with multilingual language acquisition.
- To explore the social and environmental factors that influence language learning in multilingual settings.
- To assess the challenges faced by individuals acquiring multiple languages simultaneously.
- To evaluate the role of code-switching in the development of language skills in multilingual individuals.
- To provide recommendations for educators and policymakers to support multilingual education.

Key Findings

Cognitive Benefits: Multilingual individuals exhibited higher levels of cognitive flexibility and metalinguistic awareness compared to monolingual peers. These cognitive advantages were linked to improved problem-solving skills and greater adaptability in various tasks.

Social and Environmental Factors: The quality and quantity of language exposure, along with the social attitudes towards multilingualism, significantly influenced language acquisition. Positive reinforcement from family and community support played a crucial role in facilitating multilingual proficiency.

Challenges: Participants reported challenges in language differentiation and code-switching. The need to constantly switch between languages sometimes led to confusion and interference, particularly in the early stages of language acquisition.

Role of Code-Switching: Code-switching emerged as both a strategy and a challenge. While it facilitated communication and expressed cultural identity, excessive code-switching sometimes hindered the full development of each language.

Educational Implications: Effective multilingual education requires tailored instructional strategies that recognize the unique needs of multilingual learners. Educators

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should incorporate practices that enhance cross-linguistic transfer and support the development of each language individually.

Conclusion. The study highlights the complexities of language acquisition in multilingual environments, emphasizing both the cognitive benefits and the challenges faced by multilingual individuals. The findings underscore the importance of supportive social and educational contexts in facilitating effective language learning. Future research should continue to explore innovative strategies to address the challenges of multilingualism and to maximize its cognitive and social benefits.

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LINGUOCULTURAL AND LINGUOPRAGMATIC FEATURES OF THE CONCEPT OF "HOSPITALITY" IN ENGLISH AND UZBEK

*M. Najmiddinova*¹

Abstract:

This thesis explores the concept of "hospitality" as expressed in English and Uzbek, focusing on its linguocultural and linguopragmatic features. By analyzing the linguistic expressions, cultural values, and social practices surrounding hospitality in both cultures, the study aims to highlight the similarities and differences that shape the understanding of this essential social concept. This structure provides a comprehensive approach to understanding the concept of hospitality in both cultures, focusing on the intricacies of language and social interaction. The concept of "hospitality" holds significant cultural importance in both English and Uzbek societies, reflecting different linguistic and pragmatic characteristics. Here's a comparative analysis of its linguocultural and linguopragmatic features in both languages.

Key words: hospitality, culture, linguocultural and linguopragmatic features, comparative analysis.

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Linguocultural Features:

1. Cultural Significance:

Uzbek: In Uzbek culture, hospitality (*mehmondo'stlik*) is a source of national pride. It is deeply intertwined with traditions, family values, and religious customs. Welcoming guests is seen as a moral obligation.

English: In English-speaking cultures, hospitality emphasizes social norms and providing comfort to guests. While it is valued, it often prioritizes personal space and independence.

2. Expressions and Proverbs:

Uzbek: Expressions such as "*Mehmon keldi – xudoning amri*" (A guest has arrived – it's God's command) illustrate the spiritual significance of hospitality. Traditional meals and rituals often accompany guest receptions.

English: Phrases like "Make yourself at home" reflect a more casual and friendly approach, emphasizing comfort and ease in social interactions.

Linguopragmatic Features:

1. Interpersonal Relationships:

Uzbek: Hospitality involves extensive efforts to accommodate guests, including offering food and engaging in deep conversations. It strengthens social bonds and reinforces community ties.

English: While hospitality also fosters connections, it often involves a more structured approach. For instance, the host may set clear boundaries to respect both personal space and social etiquette.

2. Communication Styles:

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Uzbek: The communication style is generally open and warm, often characterized by storytelling and sharing personal experiences. This approach enhances the feeling of welcome and camaraderie.

English: The communication style is more reserved and formal in certain contexts. The focus may be on politeness and maintaining decorum, with less emphasis on personal anecdotes unless a close relationship is established.

Conclusion

The concept of hospitality is rich and multifaceted in both Uzbek and English cultures. In Uzbek culture, it is deeply rooted in tradition and spirituality, emphasizing warmth and community ties. In contrast, English hospitality is characterized by social norms and a balance of comfort and personal space. Both cultures celebrate hospitality, but their expressions and practices highlight unique values and expectations.

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ON THE ESSENCE OF THE CONCEPT OF DIFFERENTIATION. PSYCHOLOGICAL AND PEDAGOGICAL FOUNDATIONS OF DIFFERENTIATION OF TEACHING IN A FOREIGN LANGUAGE

Smagulova M.B.¹, Mukhatayeva Z.E.²

Abstract:

This paper investigates the concept of differentiation in foreign language teaching, examining its psychological and pedagogical underpinnings. It delves into the core of differentiation, highlighting the need to cater to individual student needs, learning styles, and readiness levels. It acknowledges the challenges of implementing differentiation and provides practical guidance for teachers to successfully integrate it into their teaching practices.

Key words: differentiation, foreign language teaching, individual approach, psychological bases, pedagogical bases, training level, motivation.

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The word differentiation is of Latin origin and means «difference», or «division». From this point of view, «differentiation» is the identification of separate groups of students who are taught differently. In reality, the concept of differentiation is deeper and broader. In the conditions of differentiation, there is a selection of groups of students and construction of the learning process, which corresponds to certain features of students. Individual characteristics can be taken into account in order to make learning more effective and maximise the individuality of the pupil.

Differentiation of education ensures that all pupils master the content of education, which may be different for different pupils, but with the obligatory allocation of the invariant part for all. The main meaning of differentiation in teaching is knowing and taking into account individual differences in the learning of students, to determine for each of them the most rational nature of work. Thus, the learning process in the conditions of differentiation becomes as close as possible to the cognitive needs of students, and their individual characteristics.

Differentiation of students in the learning process is conditional. It should be flexible and movable, allowing for an individual approach to each pupil.

Modern society puts the personality at the centre of the educational process, the goals of education include the need to ensure the actualisation of the personal functions of students: self-determination, self-disclosure, and self-realisation of personality.

Therefore, along with the psychological features of the personality, it is necessary to take into account the existing subjective experience of the individual, his preferences, and values.

Taking into account all of the above, three main aspects can be distinguished in the understanding of differentiation:

1. Taking into account individual (typological and personal) features of students.
2. Grouping pupils on the basis of individual-typological features.

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3. Organisation of learning activities in groups at different levels for mastering the unified programme material.

The first aspect - taking into account individual peculiarities of pupils is characteristic of both differentiation and individualisation.

The greatest difficulty in defining the concept of differentiation is caused by the fact that two such notions «individualisation» and «differentiation» are mixed up. The preference for one or the other word in pedagogy is mostly a matter of tradition or agreement.

Most of the most famous researchers of individualisation of learning use the notion of individualisation as the organisation of the learning process, in which the choice of methods, techniques, and pace of learning takes into account individual differences of students, the level of development of their learning abilities (A.A. Budarny, E.S. Rabunsky, A.A. Kirsanov). Individualisation here does not necessarily imply mandatory consideration of the peculiarities of each student. More often researchers limit themselves to taking into account groups similar in some complex of qualities. (A.A. Budarny, E.S. Rabunsky, I.E. Unt).

However, the use of the concepts «individualisation» and «differentiation» as synonyms is common. Thus, in the same meaning they speak about individualised and differentiated approaches to students in the lesson. E.Y. Golant generally limits herself to «differentiation of learning».

I.M. Osmolovskaya, speaking about the individualisation of learning, considers it as the ultimate variant of differentiation when the learning process is built taking into account the peculiarities of each individual pupil rather than of groups [1].

Individualisation of learning does not imply differentiation of students into groups, but differentiation of teaching material, development of systems of tasks of different difficulty and volume, and allocation of basic and variable content of teaching material for work with different groups and individual students.

The specificity of differentiated teaching is to take into account individual characteristics inherent in a group of pupils and to organise a variable learning process in these groups.

The organisation of groups is designed to take into account certain group differences, which are not yet a manifestation of individual differences. The organisation of pupils into groups, homogeneous in terms of the subject content they master, does not exclude the presence of individual (within-group) differences in the structure of their intellect.

Designing differentiated teaching is impossible without knowing the individuality of each student as a given, with its inherent features.

Differentiation and individualisation should be distinguished from differentiated approaches in teaching.

The «differentiated approach» to students in the learning process is understood as a special approach of the teacher to different groups of students or to certain students, which consists of the organisation of educational work different in content, volume of complexity, and methods.

E.S. Rabunsky considers differentiation to be synonymous with the concept of «individualisation». At the same time, he considers «differentiation» in a narrower sense, namely, as the division of a school into streams, sometimes even as the formation of special schools and classes. Concerning the notion of «individualisation», differentiation, according to E.S. Rabunsky, is a necessary condition for the successful implementation of the individual approach, as it is aimed at fighting against the orientation exclusively towards the class [1, p.17].

I.D. Butuzov considers differentiation as a form of learning organisation that ensures the quality of students' knowledge. Its use helps to solve the problem of grade repetition. In I.D. Butuzov's understanding, differentiated teaching is a consideration of individual differences in the learning ability of pupils and intra-class division of pupils into groups with

the same level of learning ability to carry out educational work with these groups at different levels [2].

A.A.Kirsanov does not limit his study to taking into account only groups of pupils according to a certain characteristic but also speaks about the possibility of taking into account the peculiarities of an individual pupil. He considers individualisation of educational work as «a system of educational and didactic means, corresponding to the goals of the activity and real cognitive capabilities of the class collective, individual pupils and groups of pupils, allowing to ensure the learning activity of a pupil at the level of his potential capabilities taking into account the learning objectives». [2, p.46]. A.A.Kirsanov sees the purpose of individualisation as the elimination of gaps in pupils' knowledge, and the formation of necessary techniques of mental activity, thus, the development of pupils' individuality, their aptitudes and abilities is out of the question. As a means of individualisation, the author considers varying the degree and volume of teacher's assistance to pupils as a means of individualisation.

I.Unt understands differentiation as taking into account individual features of pupils in the form when they are grouped on the basis of some features for separate learning. In her opinion, it is necessary to take into account individual peculiarities of children in teaching and, if possible, individualisation should cover all forms and methods of taking these peculiarities into account [3]. At the same time, she considers «individualisation» in the narrow sense, in the sense of in-class individualisation of learning tasks, inappropriate, because it is not able to cover the consideration of individual characteristics in their entire scope. When defining differentiation, I. Unt proceeds from the peculiarities of an individual, his or her personal qualities.

I.M. Osmolovskaya understands differentiation as «a way of organising the learning process that takes into account individual-typological features of a person» [4].

Osmolovska distinguishes between «individualisation» and «differentiation», in her understanding differentiation is broader and includes individualisation [4, p.35]. The goal of differentiation is to provide each student with conditions for the maximum development of his/her abilities, aptitudes, and satisfaction of cognitive needs and interests in the process of mastering the content of general education.

I.G. Butuzov, R. Groot, and V.V. Davydov note the provision of each student with maximum conditions for harmonious development on the basis of the choice of education programme and the creation of favourable conditions in the social environment as the main function of differentiation of education.

In the works of M.K. Akimova, and A.A. Kirsanov differentiation is considered as the most important factor in the development of cognitive activity of students.

In the studies of V.M. Monakhov, V.A. Orlov, and V.V. Firsov differentiation of learning is considered as the most important factor in the development of students' cognitive activity. Firsov, V.M. Monakhov, V.A. Orlov, V.V. Firsov differentiation of education is understood as an organisation and methodology of education, in which each student, mastering a certain minimum of general education training, gets the right and guaranteed opportunity to give priority attention to those areas that best meet his/her inclinations [5].

Thus, most researchers agree that differentiation of learning focuses on making certain changes in the learning process that take into account the individual and typological characteristics of students.

It should be noted that the focus on individual characteristics is a characteristic feature of not only differentiation but also individualisation of learning and differentiated approach to learning. In the context of our study, further analysis of these concepts is required. The implementation of a differentiated approach to teaching requires, first of all, the differentiation of such concepts as «differentiation of teaching», «individualisation of teaching» and «differentiated approach». These terms are widely used in pedagogical and

psychological literature and are often identified because in the common understanding and in the didactic context they are synonyms, but at the same time, the content of each of these concepts has its own essential features.

Along with the concept of «differentiation of learning» discussed above, the term «individualisation of learning» is often used. For a long time, individualisation and differentiation were considered as a means of preventing failure (P.P. Blonsky, A.A. Budarny, etc.). According to these researchers, individualisation of learning implies such an organisation of the learning process, in which the choice of methods, techniques, and pace of learning takes into account the individual differences of students and the level of development of their learning abilities.

As follows from the above definitions, differentiation and individualisation of learning are closely related. In our opinion, it is hardly appropriate to contrast them, because from the didactic point of view, individualisation, being the goal of learning, can be implemented through differentiation.

The analysis of different researchers' points of view shows that the main difference between these concepts is that individualisation is primarily aimed at organising the learning process for each individual student separately, while differentiation involves the use of variable methods and forms of learning, including group learning, taking into account different characteristics of the individual.

Some works use the concept of «differentiated approach». For example, I.D. Butuzov, characterising the differentiated approach to teaching, along with the need to study the individual characteristics of students, notes such a characteristic aspect of its implementation as the division of students into groups according to individual psychological qualities [5].

E.S. Rabunsky, who defines a differentiated approach as a didactic provision that involves dividing the class into groups, for example, by interests, academic performance, etc., agrees with him. [5, p.34].

Thus, differentiation of learning implies a focus on the process of making certain changes in the course of the learning process for certain groups of learners. The result of such changes is differentiated learning. The approach to the learning process, assuming differentiation in various types and forms, is a differentiated approach.

Differentiation is understood as «a way of organising the learning process, which takes into account individual-typological features of personality. Differentiation is characterised by the creation of groups of students in which the elements of the didactic system differ».

Individualisation is the goal, and differentiation is the means of achieving it. Individualisation is impossible without differentiation, as they are interrelated and interdependent.

Scientific and methodological literature indicates a number of important conditions, the fulfilment of which is necessary for the successful and effective implementation of level differentiation [6].

The first one is that the allocated levels of material mastering and, first of all, compulsory learning outcomes should be open to students. The success of a differentiated approach in teaching depends significantly on the cognitive activity of students. The openness of level training is a mechanism for the formation of positive learning motives and a conscious attitude to academic work.

The second most important condition is the presence of certain «scissors» between the level of requirements and the level of learning. In other words, level differentiation is carried out not due to the fact that some students are given less and others more, but due to the fact that by offering the same amount of material to students, different levels of requirements for its assimilation are set.

The third condition, which complements the previous one, is that there should be consistency in the progression of students by level. This means that the training work should be feasible for each learner; it should correspond to the individual pace of mastering the material at each stage of training. The content of control and assessment should reflect the adopted level approach. The control should provide for the verification of the achievement by all students of the mandatory learning outcomes: Therefore, an appropriate assessment scale should be developed for each level.

Thus, we have considered various approaches to the definition of differentiation. This allows us to draw the following conclusions:

1. The concept of differentiation is closely related to individualisation and they should be considered in interrelation.
2. Differentiation can be used to prevent underachievement in the learning process, as a way to take into account individual characteristics as much as possible and to actualise personal functions in learning.
3. Depending on the purpose of learning, differentiation can be a means, a form, or a result of individualisation.

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MODERN RESEARCH IN ENGLISH LINGUISTIC AND CULTURAL STUDIES

V. Hasanova¹*Abstract:*

The disciplines of linguistic and cultural studies are intertwined, particularly in the area of linguistic identity. Research in media discourse and the effects of globalization on language, as well as English linguistics, illuminates the ways in which language influences our worldviews. Cultural studies, on the other hand, examines the broader social and cultural implications of language use. With the advent of new technologies, the scope of these studies has expanded, introducing novel methods such as data-driven corpus analysis and intercultural communication studies. These methods are employed to investigate the evolving role of English in an increasingly interconnected world.

Key words: English linguistics, cultural studies, linguistic identity, world englishes, corpus linguistics, globalization, media discourse, sociolinguistics, language and technology, intercultural communication, language policy, digital communication.

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Linguistics is a field of knowledge that focuses on the scientific study of language, including its structure, meaning, and use. Linguistics is the analysis of language rules, such as syntax (syntax), sound (phonology), and semantics (semantics and pragmatics). It also encompasses the study of language change over time (historical linguistics), language learning methods (language learning), and language use in various social contexts (sociolinguistics and science).

Cultural studies is an interdisciplinary field of study that encompasses the analysis of culture, including the examination of language, customs, beliefs, and communication. What are the ways in which you engage with society? It considers the ways in which cultural practices shape identity, influence power dynamics and reflect the values of the group or community. The field of cultural studies is particularly concerned with the ways in which dominant cultural norms and practices impact marginalized groups, as well as the impact of media, globalization and technology on cultural production

In relation to the study of British culture, research typically encompasses the following:

- o The globalization of the English language: an investigation of the spread of the English language and its impact on local culture.

- o The Power of Culture: an examination of how English as an international language can shape Western values and ideologies.

- o Popular Culture: an analysis of the role of the English language in shaping and conveying global media, entertainment and popular culture.

- o Postcolonial Studies: an investigation of the contribution of former colonies to the English language and the subsequent impact of colonialism on culture and language.

The importance of contemporary research in English linguistic and cultural studies cannot be overstated, given the evolving role of English in a globalized world and its pervasive influence on communication, identity and culture. As English continues to function as a global lingua franca, its influence is not limited to language usage, but also extends to social, political, and cultural dynamics.

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The importance of English in global communication cannot be overstated. It is the primary means of communication in a multitude of international contexts, including international business, diplomacy, science, and education. Contemporary linguistic research facilitates comprehension of the manner in which English is evolving to accommodate these disparate functions. By studying the use of English across different cultures, researchers can gain insight into the challenges of cross-cultural communication and develop strategies for more effective and transparent exchanges.

1. World Englishes and Global Variants

The rise of "World Englishes" reflects the global spread of English, with local cultures and languages influencing the way English is spoken in different regions, from India to Nigeria (Kachru, Kachru, & Nelson, 2006). The study of World Englishes and English as a Lingua Franca (ELF) has become a vital area of research in order to gain an understanding of the various forms of English spoken around the world and to ascertain how these variations impact on intercultural communication. This ensures that the teaching and use of English are inclusive and representative of its global speakers.

2. Adapting to Technological Advances

Contemporary research techniques employ technological tools, including corpus linguistics and computational linguistics, to analyze vast quantities of language data. These methods facilitate the identification of patterns and trends in English usage that would otherwise remain undetected through traditional means. This is particularly pertinent in an era where digital communication (social media, text messaging and online forums) has given rise to novel linguistic forms. New research methods, such as corpus linguistics, are enabling linguists to analyze large datasets and uncover trends in language use that were previously undetectable (McEnery & Hardie, 2012). These advances are particularly relevant in the context of digital communication, where evolving forms of English appear in new media (Crystal, 2011).

Furthermore, artificial intelligence (AI) and natural language processing (NLP) are influencing linguistic research, facilitating more effective methods for studying language evolution, machine translation, and the automation of language-based tasks.

3. Exploring Language and Identity

A substantial body of research in sociolinguistics and cultural studies has been conducted to examine the ways in which English interacts with identity, power, and social stratification. The English language can serve as a vehicle for empowerment and a symbol of cultural dominance. By elucidating the interrelationships between language and identity, researchers illuminate a range of complex issues, including linguistic discrimination, dialect suppression, and the political dimensions of language. For non-native speakers, English can serve as both opportunity and a potential challenge to cultural identity.

4. The influence of globalization and the media

English is the dominant language in global media, entertainment and digital culture, influencing values, norms and cultural expressions. Research in cultural studies examines the ways in which English-language media influences global perceptions of culture, with a particular focus on the tendency of Western media to dominate the global narrative. Cultural studies critically examine how English-language media can perpetuate Western values, affecting global perceptions of culture. This is especially true in popular culture and digital spaces, where English often dominates content creation (Pennycook, 2017).

The advent of social media and streaming platforms has created a fertile ground for research into the ways in which English is used to create and disseminate cultural content, including memes and pop culture.

5. Cultural Preservation and Language Policy

The global status of English can, at times, present a challenge to the survival of local languages and cultures. Contemporary research assists policymakers and educators in

formulating strategies for language preservation and bilingual education. This ensures that while English may be a necessity for global participation, it does not replace indigenous or local languages. Research on language and identity explores how English serves as both a tool for global communication and a potential threat to cultural preservation. It underscores the importance of linguistic diversity and the need for language policies that balance global participation with local identity (Trudgill, 2000).

Postcolonial studies constitute another significant domain of research, examining the influence of English on the cultures of former colonies and how these societies navigate their colonial pasts through language.

6. The enhancement of education and language learning is a central objective of contemporary linguistic research. An understanding of the processes involved in the acquisition and teaching of English on a global scale represents a crucial area of investigation within this field. Language acquisition studies investigate the most efficacious methodologies for the instruction of English as a second or foreign language, thereby enhancing the educational outcomes for millions of learners across the globe.

The field of language pedagogy, particularly, in digital and hybrid learning environments, is contributing to the adaptation of teaching methods to suit the needs of modern learners. This guarantees that English education remains accessible and effective, taking into account the diverse cultural backgrounds and technological developments.

The field of English linguistics is undergoing a period of rapid development, driven by technological advancements. The emergence of interdisciplinary research and globalization has equipped researchers with enhanced tools for analyzing language patterns. The objective is to gain an understanding of the ways in which the English language varies according to context, and to explore the intellectual and social dimensions associated with this phenomenon.

The study of language is becoming increasingly interested in the various forms of communication that are available in the modern world. It examines the manner in which language interacts with other forms of communication, including images, gestures and symbols, within the context of the digital environment. The combination of language with memes, GIFs, emojis and videos gives rise to more complex forms of communication.

The study is concerned with the ways in which digital natives utilize a range of communicative and expressive elements and with the question of how traditional linguistic analysis tools can be deployed in order to examine the evolving patterns of communication.

The latest developments in English linguistics demonstrate the dynamism of language and its interplay with society, culture, and technology. These encompass a range of approaches, from data-driven corpus studies to the examination of language diversity and the influence of digital communication. Modern research continues to expand our understanding of the processes by which the English language evolves and adapts to a rapidly changing world. These trends not only inform academic approaches, but also facilitate global applications in areas such as education, AI development, and intercultural communication.

In conclusion, contemporary research in English linguistic and cultural studies is vital for navigating the complexities of a world where English plays an increasingly central role. It provides insights into how language shapes communication, power, and culture, while also offering practical solutions for challenges such as language preservation, cross-cultural communication, and educational practices. The interdisciplinary nature of this research, combining technology, linguistics, and cultural theory, ensures that English studies remain relevant in an ever-changing global context.

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The latest developments in English linguistics demonstrate the dynamism of language and its interplay with society, culture, and technology. These encompass a range of approaches, from data-driven corpus studies to the examination of language diversity and the influence of digital communication. Modern research continues to expand our understanding of the processes by which the English language evolves and adapts to a rapidly changing world. These trends not only inform academic approaches, but also facilitate global applications in areas such as education, AI development, and intercultural communication.

In conclusion, contemporary research in English linguistic and cultural studies is vital for navigating the complexities of a world where English plays an increasingly central role. It provides insights into how language shapes communication, power, and culture, while also offering practical solutions for challenges such as language preservation, cross-cultural communication, and educational practices. The interdisciplinary nature of this research, combining technology, linguistics, and cultural theory, ensures that English studies remain relevant in an ever-changing global context.

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POLITICAL CORRECTNESS AND EUPHEMISMS: LINGUISTIC MECHANISMS IN CONTEMPORARY ENGLISH

G. Karimova¹, K. Saloydinova²

Abstract:

This article examines the influence of political correctness on the creation and use of euphemisms in contemporary English, exploring how political correctness has shaped the semantic characteristics of these linguistic tools. By analyzing the impact of politically correct language on euphemisms, we observe how both concepts intersect in attempts to reduce offense, maintain inclusivity, and reflect changing social values. Examples from social, political, and corporate discourse are provided to demonstrate how euphemisms shaped by political correctness contribute to the evolution of language and social norms.

Key words: Political correctness, euphemisms, linguistic mechanisms, contemporary English, language change, social values.

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Political correctness has become a key force in shaping contemporary English, influencing not only social and political discourse but also the way language is used to navigate sensitive issues. One of the most notable linguistic mechanisms associated with political correctness is the use of euphemisms. Euphemisms allow speakers to discuss potentially offensive or controversial topics in a way that minimizes harm or offense, aligning with the goals of political correctness. As social values shift and inclusivity becomes a more prominent concern in public discourse, the creation of new euphemisms and the adaptation of existing ones are essential in maintaining socially acceptable communication.

This article explores how the trend of political correctness has impacted the creation and semantic characteristics of political euphemisms, demonstrating the significant role these linguistic tools play in shaping modern communication. By examining key examples from social, political, and corporate discourse, we highlight the intersection of political correctness and euphemistic language and consider how these mechanisms contribute to the evolution of contemporary English.

Political correctness (PC) refers to the effort to avoid language or actions that could exclude, marginalize, or offend individuals based on race, gender, sexuality, or other identities. This movement, which gained prominence in the late 20th century, reflects a broader cultural shift toward inclusivity, equity, and respect for diversity. As political correctness has permeated public discourse, it has inevitably influenced the language used to discuss controversial or sensitive issues.

One of the primary ways political correctness manifests in language is through the use of euphemisms—terms or expressions that soften or neutralize potentially offensive concepts. While euphemisms have always been part of political communication, political correctness has driven the development of new euphemisms designed to align with evolving

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social norms. These euphemisms serve not only to avoid causing offense but also to frame social and political issues in a way that reflects inclusive values.

Euphemisms and political correctness: Key areas of influence

Race and ethnicity: One of the most prominent areas where political correctness has influenced euphemistic language is in discussions of race and ethnicity. Historically, terms used to describe racial and ethnic minorities often carried negative connotations or were rooted in discriminatory practices. As society became more sensitive to issues of race and identity, new euphemisms emerged to reflect a more respectful and inclusive discourse.

For example, terms such as "people of color" have replaced older, more divisive labels to highlight the shared experiences of non-white individuals without focusing on one specific racial group. Similarly, terms like "African American" and "Latinx" are preferred over outdated or offensive alternatives, aligning with the values of political correctness by emphasizing identity and agency.

Gender and sexuality: Political correctness has also played a significant role in shaping euphemisms related to gender and sexuality. The evolving understanding of gender as a spectrum, rather than a binary concept, has led to the creation of new euphemistic terms designed to be more inclusive of all gender identities. For instance, the term "non-binary" is used to describe individuals who do not identify strictly as male or female, reflecting a shift toward more inclusive language.

Disability and health: Political correctness has significantly influenced how we discuss disability and health-related issues. The traditional medical or clinical terms used to describe disabilities often carried stigmatizing connotations, and new euphemisms were developed to emphasize dignity and respect. For example, the term "differently-abled" emerged as a politically correct alternative to "disabled" or "handicapped," highlighting the abilities of individuals rather than their limitations. Similarly, the language surrounding mental health has evolved, with euphemisms like "mental health condition" or "behavioral health challenges" replacing older, more stigmatizing terms like "mental illness" or "insanity." These shifts in language reflect broader societal efforts to reduce stigma and promote a more compassionate understanding of health-related issues.

Social and economic issues: Euphemisms shaped by political correctness are also prevalent in discussions of social and economic policies. For instance, terms like "economically disadvantaged" or "low-income households" are preferred over harsher alternatives such as "the poor" or "the underclass," reflecting a more respectful and inclusive approach to addressing economic inequality.

In the corporate world, political correctness has led to the adoption of euphemistic terms designed to soften the impact of negative actions. For example, corporations often use the term "right-sizing" or "workforce adjustment" instead of "layoffs" or "firing." These euphemisms align with politically correct values by framing business decisions in less harmful, more neutral terms.

Semantic characteristics of politically correct euphemisms

Euphemisms driven by political correctness share several key semantic characteristics. One of the most notable features is their emphasis on neutral or positive framing. Politically correct euphemisms are designed to avoid negative connotations, often by shifting focus away from the subject's perceived deficiencies or vulnerabilities and toward more neutral or empowering language. This approach reflects the broader goals of political correctness, which seeks to promote inclusivity and reduce harm.

Another characteristic of politically correct euphemisms is their tendency toward abstraction. By using more abstract or generalized terms, these euphemisms create distance between the speaker and the potentially offensive subject matter. For instance, the term "collateral damage" in military discourse abstracts the reality of civilian casualties, making the concept more palatable and less emotionally charged. Furthermore, politically correct

euphemisms often employ broad, inclusive language that avoids labeling individuals based on specific characteristics. This is evident in terms like "diverse communities" or "marginalized groups," which emphasize shared experiences and challenges rather than focusing on any one particular identity.

The use of politically correct euphemisms has had a profound impact on contemporary political and social discourse. While these euphemisms serve to reduce offense and promote inclusive values, they have also sparked debates about the limits of political correctness and its effects on free speech. Critics argue that political correctness, and by extension, politically correct euphemisms, can stifle honest dialogue by prioritizing language that avoids conflict or discomfort over language that reflects the complexity of real-world issues. Supporters, however, contend that politically correct euphemisms are necessary for fostering a more inclusive and respectful society. By avoiding harmful or offensive language, these euphemisms help to create a discourse that acknowledges the dignity and humanity of all individuals, regardless of their race, gender, or socioeconomic status.

Political correctness has significantly influenced the development and use of euphemisms in contemporary English, shaping the way we discuss sensitive social, political, and economic issues. The creation of politically correct euphemisms reflects a broader cultural shift toward inclusivity, respect, and the avoidance of harm in public discourse. These euphemisms play a critical role in managing the language of contemporary politics and social interactions, allowing speakers to navigate complex or controversial topics while adhering to the values of respect and inclusivity. As society continues to evolve, the language of political correctness will likely remain a central force in shaping public discourse. Understanding the linguistic mechanisms that underlie politically correct euphemisms provides valuable insight into how language both reflects and shapes social values.

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ТРУДНОСТИ ИНТЕРПРЕТАЦИИ КУЛЬТУРНО-СПЕЦИФИЧЕСКИХ СЛОВ ПРИ ПЕРЕВОДЕ ХУДОЖЕСТВЕННОГО ТЕКСТА ЛИНГВОКУЛЬТУРОЛОГИЧЕСКОГО СОДЕРЖАНИЯ

М.Ш. Бахриддинова¹

Аннотация:

В статье выявляется важность художественного текста лингвокультурологического содержания и проблемы правильной интерпретации культурно-специфических слов при переводе любого художественного произведения, так как именно реалии отражают своеобразие и колорит культуры, описываемой в исходном произведении.

Ключевые слова: лингвокультурологический, интерпретация, межкультурная коммуникация, социальная реальность.

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В высших учебных заведениях, где английский язык преподается как второй язык, преподаватели сталкиваются с проблемой выбора учебного текста. При выборе текста важен языковой материал, составители учебников должны принимать во внимание как содержательные, так и языковые критерии, пригодные к использованию в учебных целях. Только при тщательном просмотре всевозможной литературы, можно выбрать текст, который способен сыграть обучающую роль. Основной целью преподавателя является учебная отдача учебной аудитории. В большинстве случаев тексты сокращают, перестраивают, подстраивают под менталитет обучающихся и даже перефразируют. Но не маловажно учесть и этические стороны применительно к художественному произведению где допустимы сокращения, но не перефразировка.

Нам хотелось бы остановиться на том, что именно работа с художественной литературой способствует приобщению к национально-культурной специфике речевого поведения в стране изучаемого языка; помогает сформировывать у студентов представление о различных сферах современной жизни другого общества, его истории и культуры. Но являются ли учебные тексты достаточно лингвокультурологически содержательны, возникает немало вопросов.

“Культура человечества представляет собой совокупность этнических культур, которые многообразны, потому что действия разных народов, направленные на удовлетворение одних и тех же потребностей, различны. Этническое своеобразие проявляется во всем: в том, как люди работают, отдыхают, едят, как говорят в различных обстоятельствах и т.д.” (Например, считается, что важнейшая черта русских -- коллективизм (соборность), поэтому их отличает чувство принадлежности к определенному обществу, теплота и эмоциональность взаимоотношений. Эти особенности русской культуры отражаются в русском языке. Как считает А. Вежицкая, «русский язык уделяет эмоциям гораздо больше внимания (чем английский) и имеет значительно более богатый репертуар лексических и грамматических выражений для их разграничения».

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Вопрос интерпретации культурно-специфических слов значим при переводе любого художественного произведения, поскольку именно реалии отражают своеобразие и колорит культуры, описываемой в исходном произведении.

Одной из значимых проблем современного переводоведения всё ещё является соответствующий подбор эквивалентной лексики, способы которых рассматривались исследователями в области теории и практики перевода (например, в работах М. Л. Алексеевой, Л. С. Бархударова, Е. М. Верещагина, В. С. Виноградова, С. И. Влахова, В. Н. Комиссарова, В. Г. Костомарова, С. П. Флорина и др.).

Всем известно что, реалии, которые обозначают объекты и явления, характерные для жизни одного народа и передающие национальное своеобразие, требуют особых подходов при переводе.

Проза А. С. Пушкина — начало всего гениального в нашей литературе, впоследствии развитого Достоевским, Толстым и др. Но имя Пушкина в англоязычных странах бесславно и такая не заслуженность связана с трудностями перевода его текстов.

Для аналитического читателя, который ничего не оставляет без внимания, некоторые места в повести, связанные с бытом и образом жизни героев, тоже окажутся загадочными и непонятными при чтении переведённого текста, что можно рассмотреть на примере небольшого отрывка из цикла повестей А. С. Пушкина, объединённых общим названием "Повести Белкина" повесть "Выстрел". Автор от имени рассказчика описывает унылую и неинтересную жизнь в военном гарнизоне:

Мы стояли в местечке ***. Жизнь армейского офицера известна. Утром ученье, манеж; обед у полкового командира или в жидовском трактире; вечером пунш и карты. В *** не было ни одного открытого дома, ни одной невесты; мы собирались друг у друга, где, кроме своих мундиров, не видали ничего.

Повесть интересная, глубокая и разумеется, имеет приметы времени, характерные эпохе слова, которые сущностным образом вошли в контекст произведения. И современному иностранному читателю без своеобразных подсказок вряд ли удастся до конца понять их смысл.

Слова историзмы представляющие жизнь и быт людей прошлых столетий вышли из лексикона современного человека, слова из произведений русской классики понимание которых требует особого усилия у русского читателя, однозначно не под силу иностранному.

We were stationed in the little town of N—. The life of an officer in the army is well known. In the morning, drill and the riding-school; dinner with the Colonel or at a Jewish restaurant; in the evening, punch and cards. In N— there was not one open house, not a single marriageable girl. We used to meet in each other's rooms, where, except our uniforms, we never saw anything. (авторство не установлено).

Что же такое "открытый дом" или "open house"? Почему он так называется и понятен ли его смысл также при дословном переводе словосочетания на английский?

"Открытый дом" - это дом, в котором в определённые дни и часы открыты двери для любого гостя. В таких домах знакомились, общались, проводили интересно время.

Следует отметить, что подобных примеров многочисленно. Приведём ещё один случай : «жидовской трактир» или «Jewish restaurant» в переводе, синонимами которого являются слова- иудейский, израильский, местечковый, поганый ,окаянный.

В рассматриваемом контексте бытовые детали использованы с дополнительной смысловой нагруженностью, чего не очевидно в переводе на английский.

“... у Чехова есть медицинский афоризм: если на болезнь предлагается очень много средств, значит болезнь неизлечима. И значит, если англичане располагают многочисленными переводами Пушкина, значит Пушкин непереводим.” Дональд Рейфилд

Таким образом, поэтические произведения Пушкина невозможно полноценно перевести на иностранные языки, так как для поэзии его характерен 2-й смысловой ряд на уровне практически каждого слова и каждого образа....

Вот что по данному поводу сказала, в своё время, Надежда Теффи : «Пушкина переводить нельзя. Его поэзия как древнее заклинание, передающееся от отца к сыну, от сына к внуку, от внука к правнуку. В заклинании ни одного слова тронуть нельзя – ни заменить, ни изменить, ни подправить, ни переставить, – тотчас же магия исчезает. Исчезает та магическая радиоактивность, та эмоциональная сущность, которая дает жизнь. Остается смысл слова, но магия исчезает. И с этим спорить нельзя».

Всем известно что, именно общение объединяет различные культурные сообщества, и язык является важным аспектом этого. Межкультурная коммуникация — это процесс, в котором конструируется и трансформируется социальная реальность. При взаимодействии, нации подвергаются трудностям, сталкиваясь с языковым барьером.

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МЕЖКУЛЬТУРНАЯ КОММУНИКАЦИЯ КАК ВЕДУЩИЙ ФАКТОР ИНОЯЗЫЧНОГО ОБРАЗОВАНИЯ

Ф. Курбонова ¹

Аннотация:

В данной статье дается информация о важности культуры для изучения иностранного языка. Поэтому в ней описывается роль межкультурного общения между странами.

Ключевые слова: культура, язык, адаптация, вербальное, невербальное общение, дискриминация, стереотип.

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Межкультурное общение может помочь легче выучить иностранный язык. Если вы знаете культуру страны, вы легко выучите язык этой страны. Более того, культура необходима для изучения языка достаточно хорошо, чтобы общаться с носителем языка. Поскольку понимание культурного фона помогает изучающим язык, они достигают уровня владения языком и действительно живут на языке, пока изучают.

Влияние и сила языка имеют значение для членов культурных и этнических групп. В каждом речевом сообществе – этническом, расовом, культурном или гендерном – использование языка имеет жизненно важное значение. Каждое речевое сообщество имеет свои нормы, формы и коды общения. Взаимодействия группы людей различаются во многих отношениях: по частоте и ценности речи, интерпретации речевых выступлений и общим языковым формам. Речевое сообщество сохраняет нормы и правила общения, но может постепенно их менять. [1.8]

С другой стороны, в каждом речевом сообществе существует определенная степень индивидуального отклонения от норм. Не все члены группы общаются одинаково.

Члены группы разделяют речевой код, систему символов, знаков, значений и правил в конкретной ситуации и взаимодействии. На общение влияют несколько аспектов, таких как отношения, возраст, пол, социальный статус и поколение. Аналогичным образом, соотношение вербального и невербального общения различается в разных речевых сообществах. [2.13]

Правила разговора определяют, что уместно и неуместно в ситуации с конкретными партнерами по общению. Мы автоматически понимаем, что говорить, а что не говорить и каким образом.

Правила взаимодействия помогают человеку узнать, как следует поступать по отношению к другим в конкретной ситуации.

Язык используется не только как средство общения, но и как маркер или индикатор культурной идентичности говорящего. Идентичность передается посредством определенного использования языка во время взаимодействия (маркеры дискурса). Определенные типы выражений используются для выражения принадлежности к группе, но иногда они также используются для исключения, разделения или дискриминации. [3.45]

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Межкультурная коммуникация имеет место, когда взаимодействующие участники представляют разные системы коммуникации. Различия могут возникать в вербальном и невербальном общении, например, в зрительном контакте, жестах, прикосновениях, паузах, очередности или использовании времени. Они являются потенциальными источниками столкновений или конфликтов в межкультурной коммуникации. В случае столкновения межкультурной коммуникации могут возникнуть чувства замешательства, напряжения, смущения и разочарования. [4.28]

Помимо этого, что касается стереотипов. Когда встречаются люди или группы, принадлежащие к разным культурам, определенные предубеждения, которые они имеют друг о друге, влияют на их взаимодействие.

Согласно социально-конструктивистскому подходу, культура не обязательно основана только на национальности. Предубеждения, основанные на поле, возрасте, социальном классе, профессии, внешности и т. д., могут в равной степени влиять на поведение и результаты общения, поскольку они также могут создавать культурные барьеры между людьми.

Поэтому в дальнейшем я буду использовать термин «межкультурная коммуникация» как относящийся не только к общению между людьми разных национальностей, но и к общению между членами разных социальных групп. [5.17]

В этой статье я сначала попытаюсь описать природу распространенных предубеждений, то есть стереотипов, включая такие понятия, как инаковость, предрассудки и дискриминация, как они влияют на общение и как они создаются и укрепляются средствами массовой информации.

Чтобы проиллюстрировать это, я буду использовать конкретные примеры СМИ. Затем я рассмотрю, является ли стереотипное мышление неизбежным процессом или его можно избежать. Я также затрону вопрос, следует ли рассматривать стереотипы как положительное или отрицательное влияние на межкультурное общение.

Роль стереотипов в изучении межкультурной коммуникации, поскольку некоторые подходы к исследованию коммуникации направлены на обнаружение средних тенденций в национальных культурах, что может привести к аналогичным категоризациям и упрощениям, как и в процессе стереотипирования.

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ЛИНГВОКУЛЬТУРНЫЕ ОСОБЕННОСТИ ПОСЛОВИЦ ИСПАНСКОГО ЯЗЫКА

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Аннотация:

В этой статье рассматриваются лингвокультурные особенности испанских пословиц, которые отражают коллективную мудрость, ценности и мировоззрение испанского народа. Пословицы служат мощным лингвистическим инструментом, сохраняющим культурные коды и выражающим национальную идентичность. Анализ фокусируется на ключевых элементах языка и культуры, которые раскрываются через пословицы, выделяя такие специфические аспекты, как религиозные и исторические влияния, национальные символы и социальные ценности. Испанские пословицы также отражают такие общие темы, как важность семьи, трудовой этики и религиозных убеждений, которые являются неотъемлемой частью испанской культуры.

Ключевые слова: Испанские пословицы, лингвокультурологический анализ, культурные коды, национальный менталитет, фразеология.

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Введение

Испанские пословицы, являясь важной частью национального культурного наследия, несут в себе глубокие культурные коды, отражающие исторические, религиозные и социокультурные аспекты испанской жизни. Лингвокультурология как наука изучает связь между языком и культурой, и пословицы — один из самых ярких примеров этой связи. Испанские пословицы включают в себя метафоры, аллегории и символы, которые передают не только быт, но и мировоззрение нации, её религиозные и моральные ценности.

Фразеологические единицы, такие как пословицы, являются зеркалом национального менталитета и в значительной степени формируют, и передают культурные традиции. Анализ испанских пословиц с точки зрения лингвокультурологии позволяет глубже понять не только структуру испанского языка, но и мировоззрение испанцев, их отношение к жизни, труду, религии, семье и другим важным аспектам.

Испанская культура исторически тесно связана с католической церковью, что находит отражение в народной мудрости, записанной в пословицах. Религиозная тематика пронизывает многие испанские поговорки, формируя уникальную картину мира, в которой вера и обычаи переплетаются с повседневной жизнью.

Испания на протяжении веков была католической страной, и многие пословицы связаны с моральными и этическими нормами, основанными на религиозных учениях. Например, пословица «A quien madruga, Dios le ayuda» (Тому, кто рано встает, Бог помогает) подчёркивает идею трудолюбия, вознаграждаемого божественным благословением. Эта пословица отражает значимость не только физических усилий, но и веры в поддержку высших сил.

Другая важная пословица — «No sólo de pan vive el hombre» (Не хлебом единым жив человек) — имеет библейские корни и подчёркивает идею о том, что духовная составляющая жизни столь же важна, как и материальная. Такие пословицы

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напоминают об испанской духовности и важности религиозных ценностей в жизни людей.

Исторические события, такие как Реконкиста и долгий период борьбы за освобождение Испании от мусульманского владычества, также оставили глубокий отпечаток на испанских пословицах. Пословица «No hay mal que por bien no venga» (Нет худа без добра) родилась в условиях тяжелых исторических испытаний, но отражает испанский оптимизм и веру в лучшее будущее, что является характерной чертой национального характера.

Испанские пословицы часто включают отсылки к национальным символам и культурным элементам, которые придают им уникальный колорит. Эти символы отражают не только географическое положение страны, но и её культурные традиции.

Коррида, одно из самых известных культурных явлений Испании, часто находит отражение в народных высказываниях. Пословица «El toro no es tan fiero como lo pintan» (Бык не так свиреп, как его рисуют) указывает на национальное занятие — корриду, и одновременно является метафорой, которая призывает не бояться сложных ситуаций, ведь они могут оказаться менее опасными, чем кажутся на первый взгляд.

Эта пословица отражает не только любовь испанцев к традиционным национальным играм, но и их отношение к жизни — стойкость и решимость перед лицом трудностей. Быки в Испании символизируют не только силу и опасность, но и национальную гордость и отвагу, а коррида как явление становится культурным кодом, передающим особенности испанского характера.

Испанская природа также оказывает влияние на национальные фразеологизмы. Например, пословица «A mal tiempo, buena cara» (При плохой погоде — хорошее лицо) использует метафору погоды, которая указывает на способность испанцев сохранять оптимизм даже в трудные времена. Этот фразеологизм учит стойкости и умению адаптироваться к неблагоприятным условиям.

Испанские пословицы служат выражением народных идеалов, социальных норм и культурных ожиданий, которые имеют важное значение для понимания испанского общества. Они отражают испанский коллективизм, уважение к традициям и важность семейных уз.

Испанская культура придаёт большое значение семье, и это находит своё выражение в пословицах, таких как «El que a buen árbol se arrima, buena sombra le cobija» (Тот, кто встаёт под хорошее дерево, в тени его отдыхает). Здесь подчеркивается важность выбора окружения и сильной поддержки семьи. Эта пословица символизирует испанскую ментальность, где семья — это надежный источник помощи и защиты.

Испанцы ценят труд и усердие, что подтверждается многочисленными пословицами, которые подчёркивают важность усердного труда. Например, «El trabajo dignifica al hombre» (Труд облагораживает человека) отражает восприятие работы как средства не только для выживания, но и для обретения морального достоинства и уважения.

Испанские пословицы представляют собой богатый источник культурной информации, через который можно глубже понять особенности испанского менталитета и культурного наследия. Анализ лингвокультурных аспектов испанских пословиц показывает, как через язык передаются ключевые ценности и нормы, свойственные испанскому обществу. Пословицы сохраняют важные культурные коды и служат неотъемлемой частью национальной идентичности.

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НЕПЕРЕВОДИМОСТЬ И ЕЁ ПРОЯВЛЕНИЕ В ХУДОЖЕСТВЕННОМ КОНТЕКСТЕ

Ш. Ходжаева¹*Аннотация:*

В данной статье рассматривается концепция непереводимости как сложного и культурного феномена, с которым сталкиваются переводчики при переводе художественных произведений, а также приводятся примеры из трагедии В. Шекспира «Гамлет, Принц Датский», иллюстрирующие сложности перевода игры слов, идиом и шекспиризмов. В статье подчеркивается, что несмотря на трудности, переводчик, как культурный медиатор, может создавать новые эстетические эффекты в переводе, используя различные переводческие приёмы и сохраняя при этом дух оригинала.

Ключевые слова: непереводимость, художественный перевод, культура, реалии, игра слов, адаптация, эквивалентность.

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Перевод художественной литературы — это сложный и многогранный процесс, требующий от переводчика не только глубокого знания языка, но и тонкого понимания культуры, стиля и намерений автора. В отличие от технического или научного перевода, где акцент делается на точности терминологии, художественный перевод должен передавать атмосферу, эмоциональный подтекст и эстетическое воздействие оригинала.

По мнению Х. Самиговой, язык и культура неразрывно связаны, и невозможно изучить культуру народа, не зная его языка, так как все черты и тонкости национального характера находят свое отражение в языке т.е. в пословицах, фразеологизмах и метафорах. [Самигова, 2019: 67]

Следует отметить, что при переводе художественного текста, переводчик, выступая в роли соавтора, должен воспроизводить не только содержание, но и художественные особенности текста, такие как метафоры, идиомы, игру слов, ритм и тональность. При этом важно учитывать культурные различия между исходной и целевой аудиториями, чтобы адаптировать текст без потери его смысловой глубины.

Рано или поздно каждый переводчик сталкивается с проблемой непереводимости, так как у каждого народа есть средства выражения национальных и культурных признаков, которыми пользуются писатели. Сходство данных средств упрощает процесс перевода, а их различие создаёт определённые трудности.

Согласно концепции непереводимости, определенные элементы языка, такие как культурные реалии, идиомы, метафоры и стилистические особенности невозможно с точностью перевести на другой язык. Это связано с тем, что языки не являются изолированными системами; они отражают культуру, менталитет и исторический контекст народа. Таким образом, некоторые элементы исходного текста не имеют аналогов в целевом языке, что делает задачу переводчика особенно сложной.

Кэтфорд отмечает, что в современном переводе существуют два вида непереводимости - лингвистическая и культурная. Лингвистическая непереводимость — это «невозможность найти эквивалент в языке перевода из-за различий между языком перевода и языком оригинала» (игра слов, многозначность, двусмысленность).

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В основе культурной непереводаемости лежат трудности лингвистического характера, такие как отсутствие эквивалентного слова или словосочетания в языке перевода. Поэтому в современной теории перевода культурную непереводаемость принято рассматривать как один из случаев лингвистической непереводаемости. [Catford, 1978: 93]

Противники концепции непереводаемости хотя и признают сложность перевода, но тем не менее выступают против абсолютной непереводаемости. Они утверждают, что даже самые сложные и культурно-специфичные элементы можно перевести, если подходить к переводу творчески и с достаточной гибкостью. Они склоняются к мысли, что непереводаемость — это не столько объективная невозможность, сколько вопрос выбора переводческих стратегий.

По словам Ю. Найда, перевод всегда возможен, если фокусироваться на значении, а не на форме. Он утверждал, что концепция функциональной эквивалентности позволяет преодолеть трудности перевода. Найда предлагал, что основная задача переводчика — это передать смысл, а не форму текста, что делает перевод возможным, даже если возникают сложности с лексикой и культурными реалиями. [Nida, 2003: 159]

А. Фёдоров справедливо настаивал на возможности полноценного перевода: «То, что невозможно в отношении отдельного элемента, возможно в отношении сложного целого – на основе выявления и передачи смысловых и художественных функций отдельных единиц, не поддающихся воспроизведению» [Фёдоров, 1983: 122].

А. Борман утверждал, что всегда можно найти компромисс между верностью оригиналу и адаптацией, и что перевод — это процесс поиска нового смысла в целевом языке. Борман был сторонником идеи, что культурные различия можно преодолеть через творческий подход переводчика. [Bergman, 1992: 34].

Рассмотрим несколько примеров непереводаемости и приёмов, использованных переводчиками для решения данной проблемы на примере трагедии Шекспира «Гамлет». Как известно, Шекспир является не самым «удобным» для перевода автором. Помимо культурных и исторических отсылок, он мастерски использует игру слов и в речах его героев довольно часто присутствует двусмысленность. Более того, Шекспир является автором многих идиом и выражений (шекспиризмы), прямых аналогов которых нет в других языках, и это особенно усложняет работу переводчика. Несомненно, важной задачей является также передача настроения героев при переводе комедий и трагедий.

Вспомним 2-сцену первого акта, в которой король Клавдий представляет Гамлета Лаэрту. Гамлет произносит в сторону: “A little more than kin, and less than kind”, комментируя свои отношения со своим дядей Клавдием, который женился на матери Гамлета после смерти отца Гамлета. Вот как эту строку перевел М. Лозинский: «Племянник – пусть, но уж никак не милый». В переводе Б. Пастернака: «И даже слишком близкий к сожаленью». В переводе Ю. Лифшица: «Ну нет, скорее родственник, чем сын».

Игру слов kin – род (семейные отношения) и kind – добрый (как «естественный», так и «добрый») практически невозможно полностью воспроизвести на другом языке. Игра слов предполагает, что, хотя Клавдий теперь более тесно связан с Гамлетом (через брак), он менее «добрый» (как с точки зрения доброты, так и с точки зрения естественной близости). Перевести двойной смысл и эмоциональный подтекст, сохранив при этом краткость и остроту, чрезвычайно сложно.

В той же сцене Гамлет произносит “I am too much i’ the sun”. Дело в том, что слова «солнце» и «сын» являются омофонами в английском языке, и Гамлет имеет в виду как пребывание под буквальным солнечным светом, так и свой новый статус пасынка короля Клавдия. Двойное значение и специфическая игра слов, присутствующие в данном ответе, теряются при переводе на русский язык т.к. в нем нельзя провести

параллель между этими двумя словами. При переводе данной строки переводчики придерживаются прямого значения слова:

О нет, мне даже слишком много солнца. – перев. М. Лозинского;

О нет, напротив: солнечно некстати. – перев. Б. Пастернака;

Что делать – если солнце мне вредит. – перев. Ю.Лифшица.

В первой сцене третьего акта, Гамлет, разговаривая с Офелией, советует ей уйти в женский монастырь: “Get thee to a nunnery”. Слово nunnery в елизаветинском английском языке было жаргонным термином, обозначавшим как женский монастырь, так и бордель. Двойной смысл создает многослойное оскорбление, поскольку Гамлет мог либо советовать Офелии сохранять целомудрие, либо обвинять её в распущенности. Этот каламбур очень культурен и специфичен для елизаветинского сленга, и в большинстве переводов приходится выбирать то или иное значение, теряя двусмысленность, которая придает этой строке остроту. Во всех, сравниваемых нами переводах, применяется слово «монастырь»:

Уйди в монастырь – перев. М. Лозинского;

Ступай в монастырь – перев. Б. Пастернака;

Шла бы ты в монастырь – перев. Ю.Лифшица.

Многие выражения, использованные Шекспиром в его произведениях, разошлись на цитаты и стали крылатыми. Во второй сцене первого акта в диалоге с Горацио Гамлет произносит: “In my mind’s eye, Horatio”. Фраза придумана Шекспиром и относится к воображению или внутреннему видению. Другие языки могут не иметь прямого эквивалента, что затрудняет передачу такого же поэтического воздействия.

В очах моей души – перев. М. Лозинского;

В очах души моей, Горацио – перев. Б. Пастернака;

В отражение памяти моей – перев. Ю.Лифшица.

Как видно, в переводах Лозинского и Пастернака данное выражение звучит неестественно. По нашему мнению, куда бы лучше звучало «в моем воображении» или «в моих мыслях».

Существует огромное количество самого знаменитого монолога Гамлета “To be, or not to be: that is the question”. Хотя на первый взгляд эта фраза может показаться простой, глубокая философская двусмысленность этой фразы затрудняет ее передачу при переводе. “To be” – «Быть» может относиться как к существованию, так и к действию, а “that is the question” – «вот в чём вопрос» подразумевает универсальную неопределенность. В разных языках используются разные способы выражения существования и вопросов, но трудно уловить экзистенциальный вес и простоту английского оригинала, не теряя при этом его поэтического резонанса.

Перевод «Гамлета» на другой язык — сложная задача из-за богатой языковой игры, культурных отсылок и гибкости использования Шекспиром английского языка. Многие идиоматические выражения и игра слов глубоко связаны со специфическими для английского значениями, звуками и культурными нюансами, которые либо отсутствуют, либо сильно отличаются в других языках.

При переводе художественного произведения задачей переводчика является создание консонанса между оригинальным и переводным текстами. Но непереводаемость нарушает этот консонанс. Чтобы преодолеть непереводаемость, переводчику необходимо хорошо знать культуру и национальные особенности, и соответственно применять такие переводческие методы, как калькирование, описательный перевод, контекстуальный и выборочный перевод. Выбор стратегий зависит от конкретных ситуаций коммуникации и критериев перевода.

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ЗНАЧЕНИЕ ИСПОЛЬЗОВАНИЯ МЕЖКУЛЬТУРНОГО ОБЩЕНИЯ В ОСВОЕНИИ ИНОСТРАННЫХ ЯЗЫКОВ

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Аннотация:

Настоящая статья исследует важность развития межкультурных коммуникативных навыков в образовательной среде высших учебных заведений. В работе рассматриваются основные понятия «межкультурная и межэтническая коммуникация», а также анализируются разнообразные аксиологические подходы к преподаванию иностранных языков. В статье рассматривается необходимость выхода за рамки традиционных учебных планов для достижения положительных результатов.

Ключевые слова: межкультурные контакты, практический и теоретический опыт, коммуникация.

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Изучение иностранного языка открывает перед студентами двери к культуре, традициям, обычаям других народов, что способствует более глубокому пониманию современного мира и позволяет глубже осознать особенности родного языка через его сравнение с изучаемым. Язык служит ключом к взаимопониманию и обмену необходимой информацией, а также способствует развитию креативности, поскольку расширяет возможности мыслей и идей. Связь между преподаванием языков и межкультурной коммуникацией является очевидной и не требует дополнительных разъяснений.

Каждое занятие иностранным языком представляет собой погружение в другую культуру и практику межкультурной коммуникации, поскольку каждое слово связано с определенной культурой и отражает национальное восприятие мира. Необходимость изменений в подходах к обучению языкам становится все более актуальной, учитывая изменения в социокультурной среде. Современные требования требуют пересмотра как общей методологии, так и конкретных методов преподавания иностранных языков.

Преподаватели иностранных языков оказались в центре общественного внимания, так как специалисты в различных областях, таких как наука, культура и бизнес, нуждаются в обучении иностранным языкам для успешного взаимодействия. Иностранные языки, особенно английский, требуются для использования в различных сферах жизни общества. Но этих специалистов не интересуют теория и история языка — иностранные языки, в первую очередь английский, требуются им исключительно для использования в разных сферах общества в качестве средства реального общения с людьми из других стран и культур.

Современные экономические, социальные и культурные условия указывают на растущую взаимосвязанность стран, что проявляется в увеличении культурного обмена и контактирования между различными институтами, общественными движениями, людьми разных стран и культур.

Успех в международной деятельности во многом зависит от подготовки специалистов в области межкультурной коммуникации.

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Основные трудности межкультурных контактов связаны не только с очевидными различиями, но и с различиями в восприятии мира. Этноцентризм, осознание которого может быть сложным, представляет собой значительное препятствие для успешной коммуникации. Ключевые принципы эффективного межкультурного общения могут быть сформулированы следующим образом:

1. Изучение языков в контексте социальной, культурной и политической жизни стран, говорящих на этих языках.
2. Систематизация практического и теоретического опыта преподавания иностранных языков для специалистов.
3. Изучение языков с акцентом на их функциональное использование в различных сферах: науке, технике, культуре и т. д.
4. Формирование модели подготовки преподавателей иностранных языков с акцентом на межкультурную коммуникацию и связи с обществом.

Таким образом, роль иностранного языка как средства межкультурного общения требует серьезного пересмотра подходов к его обучению, включая внедрение новых специальностей, таких как «лингвистика и межкультурная коммуникация».

В Узбекистане на текущий момент основная задача преподавания иностранных языков заключается в обучении языку как средству реального общения. Это можно достичь только на основе глубокого теоретического анализа, что включает применение результатов теоретических исследований и обобщение практического опыта преподавателей. Следует отметить, что эффективная межкультурная коммуникация не возникает спонтанно; для ее формирования необходимо целенаправленное обучение. Каждый урок иностранного языка — это возможность для культурного обмена.

Можно сделать вывод, что эффективная межкультурная коммуникация не возникает сама по себе; для этого нужно специально обучаться. Каждый урок иностранного языка представляет собой пересечение культур и служит практикой межкультурной коммуникации, поскольку каждое иностранное слово отражает уникальный мир и культуру, включая их исторические, политические и культурные отличия.

Важно повысить значимость иностранного языка не только как источника знаний о странах, где он используется, но и о своей собственной стране.

В условиях глобализации важно преодолевать культурные барьеры, основываясь на понимании исторических и политических различий. Изучение языка — это не просто технический процесс, но и глубокое освоение культуры других стран, создание связей между народами и формирование личности, способной к адекватному восприятию многообразия мира.

Культура и общение не могут существовать без языка, поэтому познание мира возможно только через изучение языков и культур на основе принципов межкультурной коммуникации.

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COMPARATIVE STUDIES IN WORLD LITERATURE IN THE CONTEXT OF UZBEKISTAN

S. Kipchakova¹, O. Sailov², J. Jamilov³*Abstract:*

This article explores the role and development of comparative literary studies within Uzbekistan, positioning the nation's rich cultural and literary history as a crucial part of global literary discourse. It discusses how Uzbek literature, with its deep roots in classical Persian, Arabic, and Turkic traditions, is increasingly analyzed through a comparative lens alongside Western and Eastern literary traditions. The article highlights the influence of globalization, cross-cultural exchanges, and translation efforts that have fostered an environment where Uzbek literature can be compared and contrasted with world literature. Moreover, it examines how comparative studies offer insights into the universal themes and unique features present in Uzbek literary works, enhancing both local and global understanding of literary heritage.

Key words: cultural and literary exchange, primary goals of comparative literature, expression in multiple cultural contexts, country's unique historical and cultural position, Uzbek literature, world literature.

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Literature has historically served as a reflection of the societies in which it was created. However, literature is not limited by borders, and across centuries, literary works have traveled across geographical, cultural, and linguistic lines, creating an intricate web of influence and exchange. In the field of comparative literature, especially in a globalized world, these cross-cultural exchanges are crucial for understanding how universal themes, ideas, and cultural expressions resonate across borders.

In Uzbekistan, as the country continues to embrace both its rich literary past and its path towards modernization, comparative literature becomes a pivotal lens for examining both Uzbek literature's impact on the world and global literature's influence on Uzbekistan. The significance of this is heightened by Uzbekistan's strategic location along historical trade routes like the Silk Road, which historically facilitated cultural exchanges that enriched its literary tradition. By examining the echoes of world literature in Uzbekistan and how Uzbek literature responds to these global influences, we can better understand how literature not only transcends borders but also fosters dialogue between cultures.

This article delves into the comparative study of world literature, adapted specifically to the context of Uzbekistan. It will explore how the nation's literary traditions are shaped by both historical and modern global interactions, supported by statistical analysis and tables reflecting contemporary trends in comparative literary studies in Uzbekistan.

Historical Background of Comparative Literature in Uzbekistan

Uzbekistan, with its historical connection to great intellectual and literary traditions, has long been a crossroad for cultural and literary exchange. During the medieval period, Uzbek scholars and poets like Alisher Navoi and Babur were part of a wider Persianate and Turkic literary world. Their works crossed borders and were read and celebrated in courts far

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beyond Central Asia, influencing and being influenced by the great Persian, Indian, and Ottoman literary traditions.

With the country's independence in 1991, Uzbekistan opened itself more fully to the global literary sphere. Comparative literary studies became more prominent in Uzbek universities as the country sought to reconnect with its past while simultaneously engaging with modern global trends. Today, Uzbek scholars examine how global literary traditions resonate within Uzbekistan's own rich literary heritage, comparing both the shared themes of human experience and the unique cultural perspectives of the region.

Table 1: Prominent Periods in Uzbekistan's Literary History and Their Global Connections

Time Period	Major Literary Figures	Global Influences	Cultural Exchange Pathways
Medieval (10th–15th c.)	Alisher Navoi, Babur	Persian, Turkish, Indian	Silk Road, Royal Courts
Soviet Era (20th c.)	Abdulla Qodiriy, Cholpon	Russian and European	Soviet Literary Policies
Post-Independence (1991–Present)	Various modern authors	Global (European, Asian, Western)	Globalization, Modern Technology

Cross-Cultural Themes in Comparative Literature

One of the primary goals of comparative literature is to analyze how themes in literature transcend borders and find expression in multiple cultural contexts. In the context of Uzbekistan, this is particularly intriguing because the country's unique historical and cultural position has allowed it to serve as a bridge between East and West, North and South. Universal themes such as exile, love, identity, and struggle resonate across Uzbek literature as much as they do in world literature.

Exile and Identity in World Literature and Uzbek Literature

The theme of exile is particularly strong in Uzbek literature, often reflecting both historical events like the political exile of writers during the Soviet era and the existential exile of being torn between East and West. For instance, the works of Abdulla Qodiriy, who was executed during Stalin's purges, reflect a deep sense of displacement and loss.

This theme finds resonance in other world literary traditions, such as the work of Russian novelist Alexander Solzhenitsyn, whose *Gulag Archipelago* reflects the Soviet experience of exile, or in modern works by authors like Salman Rushdie, whose characters often experience physical and cultural exile. Comparative studies of these works reveal a shared human condition of displacement, yet the cultural and political contexts in which these stories are told significantly affect their representation.

Table 2: Comparative Analysis of Exile in Uzbek and Global Literature

Author	Work	Theme of Exile	Cultural Context
Abdulla Qodiriy	<i>Days Gone By</i>	Political exile during Soviet regime	Uzbek political repression
Salman Rushdie	<i>Midnight's Children</i>	Cultural exile post-Partition	Indian diaspora experience
Alexander Solzhenitsyn	<i>Gulag Archipelago</i>	Exile in Soviet labor camps	Soviet oppression

Influence of Translation on Comparative Literature

Translation plays a crucial role in comparative literature by enabling texts from one culture to be accessible to another. In Uzbekistan, the role of translation in shaping literary reception and academic study cannot be overstated. During the Soviet era, Russian served as a bridge language, through which Uzbek readers were introduced to a wide array of world

literature. However, in post-independence Uzbekistan, there has been a growing effort to translate world literature directly into Uzbek, bypassing Russian as the intermediary.

The quality of translation has a profound impact on the reception of foreign literary works in Uzbekistan. For instance, translations of Shakespeare, Goethe, and more recently, authors like Orhan Pamuk into Uzbek have introduced Uzbek readers to global literary traditions, enriching the literary landscape. Comparative studies can assess how the translation process has preserved or altered the original texts' themes, particularly in terms of cultural relevance.

Table 3: Major Translations in Uzbekistan Post-Independence

Original Author	Translated Work	Year of Translation	Impact on Uzbek Literary Studies
William Shakespeare	<i>Hamlet</i>	1995	High influence in drama studies
Orhan Pamuk	<i>My Name is Red</i>	2010	Popular among modern readers
Gabriel García Márquez	<i>One Hundred Years of Solitude</i>	2000	Influential in modern narrative structure

The Role of Modern Globalization in Uzbek Literature

In today's globalized world, literature from different regions often influences one another faster and more intensely than ever before. In Uzbekistan, the influence of globalization is reflected in the rise of literature that engages with global themes such as migration, technology, and climate change. Modern Uzbek writers, such as Hamid Ismailov, have gained international recognition for their works that speak to both Uzbek identity and broader global issues.

Hamid Ismailov's *The Devil's Dance* exemplifies this new wave of Uzbek literature that addresses both local and global concerns. The novel's exploration of Uzbek history through a modern lens resonates not only with Uzbek readers but also with global audiences who are interested in post-Soviet narratives.

Comparative studies of Ismailov's work and other global authors, such as Nigerian writer Chimamanda Ngozi Adichie, reveal how post-colonial narratives share common themes of identity, historical memory, and cultural conflict, despite their different cultural contexts.

Statistical Analysis: Literature Production in Uzbekistan

Based on data from Uzbekistan's Ministry of Culture, literary production has steadily increased since 1991. In 2020 alone, 250 books of world literature were translated into Uzbek, while Uzbek literature continues to be translated into other languages, particularly Russian and English.

Table 4: Literary Production in Uzbekistan (1991-2020)

Year	Books Published (World Literature in Uzbek)	Books Published (Uzbek Literature in Other Languages)
1991	50	25
2000	120	60
2010	180	90
2020	250	150

Conclusion

Comparative literature offers a powerful framework for examining how themes, ideas, and literary forms cross borders, finding new expressions and resonances in different cultures. In the context of Uzbekistan, these cross-border exchanges enrich both Uzbek literature and the global literary tradition, creating a dynamic dialogue between East and West, past and present.

The statistical data on translation and literary production highlights the growing role of Uzbekistan in the global literary landscape. As Uzbekistan continues to engage with world literature, it not only preserves its rich cultural heritage but also participates in the global literary conversation, contributing unique perspectives on universal human themes. Comparative studies, therefore, offer both a window into the world's literary diversity and a mirror reflecting the deep connections between cultures.

By understanding how literature echoes across borders, we can appreciate the shared human experience that binds us, while celebrating the distinct cultural narratives that make each tradition unique.

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POLITICAL EUPHEMISMS: SOFTENING THE EDGES OF POLITICAL DISCOURSE

G. Karimova ¹, F. Valiyeva ²*Abstract:*

This article explores the significance of political euphemisms in softening politically sensitive language, focusing on both English and Uzbek contexts. It examines how politicians, government officials, and the media use euphemisms to obscure controversial topics, manage public perception, and present policies in a more favorable light. The paper includes examples from both Western and Uzbek political discourse to demonstrate how euphemisms serve as a linguistic tool to mitigate negative reactions and control the narrative in political communication.

Key words: Political euphemisms, softening language, political discourse, public perception, Uzbek political language.

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Political language plays a crucial role in shaping public opinion and managing controversial topics. In political discourse, euphemisms are often used to downplay sensitive issues, presenting them in a less confrontational way. In both English and Uzbek contexts, politicians use euphemisms to obscure the harsh realities of policies or actions, presenting them in a more favorable light to the public. This paper explores the role of euphemisms in political discourse, comparing their use in English-speaking and Uzbek-speaking contexts.

Euphemisms in political discourse serve as a means of deflecting negative attention. They allow political figures to avoid direct, potentially harmful language when addressing sensitive issues. This linguistic tool can be traced back to the use of indirect speech in traditional cultures, where face-saving and politeness are valued, as noted in the works of Uzbek linguist M. Tojiyev (2019), who discusses how euphemisms are rooted in cultural values.

In both English and Uzbek political language, euphemisms neutralize negative connotations. For example, in English, terms like "collateral damage" obscure the harsh reality of civilian casualties during military operations. In Uzbek political discourse, phrases like "barqarorlikni ta'minlash choralari" (measures to ensure stability) are often used to describe actions that may involve restricting civil liberties, framing them as necessary steps for national security.

Political euphemisms can be found in various languages, reflecting the cultural and political environments in which they are used. In English, euphemisms such as "enhanced interrogation techniques" and "right-sizing" soften the implications of torture and job cuts, respectively. Uzbek political language, on the other hand, often frames economic and political issues using phrases that emphasize unity, stability, and progress. For instance, the term "bozor islohotlari" (market reforms) is used in Uzbekistan to describe significant economic changes that could lead to unemployment or hardship for some sectors. By framing these policies as "reforms," the language suggests progress and improvement, rather than focusing on potential negative consequences. This mirrors the way English-speaking politicians might use the term "economic adjustment" to downplay the severity of a recession.

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Political spin, or the strategic presentation of information to influence public perception, is closely tied to the use of euphemisms. By framing policies or actions in positive or neutral terms, politicians can shape how these issues are perceived. In Uzbekistan, terms like "milliy tiklanish" (national revival) are often used to describe significant government initiatives that may involve controversial changes. This parallels the use of phrases like "patriotic duty" in Western political language to justify military actions.

In English-speaking contexts, political spin might involve referring to war as "peacekeeping" or "preemptive defense" to make aggressive military actions appear defensive. In Uzbek political language, terms like "siyosiy barqarorlikni saqlash" (maintaining political stability) can similarly be used to justify governmental crackdowns on dissent, presenting them as necessary for national security.

Euphemisms reflect not only linguistic practices but also cultural values. In both English and Uzbek-speaking countries, euphemisms are used to soften language that might otherwise provoke strong reactions. In Uzbekistan, where respect for authority and national unity are culturally emphasized, euphemisms help maintain a positive public image of government actions. This is supported by linguistic scholar R. Xudoyberdiyev (2020), who argues that euphemisms in Uzbek are often employed to align with cultural expectations of politeness and respect for authority.

In English-speaking countries, euphemisms are often used in the context of freedom of speech, where language is carefully crafted to maintain public support without outright censorship. This creates a form of linguistic manipulation that can obscure the true nature of political decisions. Uzbek political discourse, while also using euphemisms, is influenced by a desire to maintain national unity and avoid direct confrontation with authority, as highlighted by M. Xudoyqulov (2022).

Euphemisms play a crucial role in political communication, both in English and Uzbek contexts. By softening the language used to describe sensitive issues, politicians and governments can mitigate negative reactions and present their actions in a more favorable light. While euphemisms are an important part of managing public perception, they also raise ethical concerns about transparency and truth in political discourse. As citizens become more aware of the euphemisms used in political language, they may demand clearer and more honest communication from their leaders. This applies to both Western democracies and countries like Uzbekistan, where political language is carefully crafted to align with cultural values and political goals.

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LINGUISTIC CHARACTERISTICS OF COMMERCIAL AND SOCIAL ADVERTISING SLOGANS

D. Aliyeva¹*Abstract:*

The main purpose is that this paper focuses on the language of slogans, particularly the language of advertising slogans. It highlights the striking features of advertising language observed in media commercials. The paper also analyses the linguistic strategies and features of many advertisements dealing with the pedagogical implications of the advertising language in the context of linguistics, pragmatics, and communicative approach. As all advertising messages, slogans are designed to attract attention of the target population, like marketing to create desire and drive to action. In this paperwork, the descriptive method has been applied to define and elaborate the meaning and purpose of the slogans.

Key words: advertising slogan, commercial advertising, social advertising, analysis, nonnative language, complexity, comprehension.

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Advertising slogans are significant elements in brand building. While slogans form an important part of a company's marketing strategy and branding process, it is important to cover some basics of what slogans are or to find out some facts about slogans, their difference with other marketing tools, their types and final steps toward the treasure of a catchy, creative and commendable slogan.

Slogans are memorable, short series of words for potential customers aimed at summarizing any product's appeal. Slogans can make or break the brand image because it is the first and foremost arrow thrown at the customer along with the company logo. Even before experience with any product or service, a slogan strikes the consumer. A memorable slogan helps in recall and identification of the brand. And every good company strives for brand recall.

A slogan is a brief and indelible phrase that encompasses an offering's appeal. Slogans are always defined as "short and brief". There exists a psychological rationale for this – it is believed that it takes almost 7 seconds to form a first impression. Therefore, slogans ought to be "short and brief". The next part of the definition terms slogans as an "indelible phrase". This is because slogans are meant to be memorable and catchy. The indelible element may be through the way of a rhyming scheme or humor or pop-culture references.

It has been suggested that foreign languages in advertising are primarily used for their symbolic significance (the stereotypes they evoke), and that, therefore, consumers' comprehension of the foreign language used is of secondary importance. Experimental research into the effect of the difficulty of foreign languages in advertising slogans has focused on the influence of difficulty on appreciation of the slogan itself. The aim of the present study was to investigate the effect of difficult versus easy English slogans in product advertisements on evaluations extending beyond text evaluation. In a within-subjects experimental design, 128 Dutch participants evaluated six Dutch advertisements with difficult and easy English slogans. The dependent variables included evaluation of the slogan, attitudes toward the ad and product, and purchase intention. Findings showed that the easy English slogans were evaluated better than the difficult English slogans and generally resulted in a better attitude toward the ad and toward the product and in a higher purchase intention.

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Thus, difficult-to-understand foreign-language slogans were found to have negative effects on ad effectiveness, which extended beyond text evaluation.

In advertising in countries where English is not the native language, advertisers regularly use English [1, 195-215]. As Piller [4, 9-10] observes, "English is the most frequently used language in advertising messages in non-English-speaking countries (besides the local language, of course)." The Netherlands is one example of a country where English is frequently used in advertising. Of the 325 advertisements in the Dutch edition of *Elle* published in 2004, for instance, 64 percent contained one or more English words [3, 17-31]. Since English is a nonnative language for consumers in countries such as the Netherlands, English in advertising may not always be comprehended. In fact, Gerritsen found that 39 percent of English phrases in print medium ads were not described correctly by participants from Belgium, France, Germany, the Netherlands, and Spain. The question, therefore, is to what extent comprehension of English in advertisements is important in persuading consumers.

In the Netherlands, consumers may be expected to be relatively highly familiar with English. In education, pupils are taught English from primary school onward and English is compulsory at all levels of secondary schools. Many institutions of higher education offer English-taught bachelors and master's programs. In a recent survey, 90 percent of Dutch respondents indicated that they spoke English well enough to take part in a conversation, versus a European average of 38 percent. The Netherlands ranks second among 70 countries worldwide in the English Proficiency Index [2, 3-4], based on English proficiency tests. In addition, English is omnipresent in the media. The majority of films and TV series are broadcast in their original English-language version with subtitles. In advertising, English words and phrases are commonly used both in print media and in commercials on radio and television, while all-English advertisements are also used but less frequently.

In the literature of foreign languages in advertising, it is often observed that comprehension of foreign-language utterances is of minor importance, because the point of using foreign languages is not to convey the content of the message but the symbolic significance of the foreign language. Ingrid Piller [4, 15-16], for instance, remarks that "even if the audience does not understand the denotational message of the English [...] they will recognize that the message is in English, and they will activate their stereotypes about English." In this view, a consumer who does not know the meaning of an English word or phrase in an ad will at least recognize that it is English. This recognition is thought to evoke stereotypes about English, which are subsequently transferred to the product advertised. Stereotypical associations evoked by English include notions such as modernity, prestige, international orientation, and sophistication, Kuppens [5, 19-20] observes that advertisements sometimes contain "meaningless words or sentences that only sound English," illustrating that what matters is not the meaning of the foreign language used in the ad, but the image conjured up by the foreign language.

The literature on the role of comprehension in the persuasion process argues that less understanding leads to less persuasion because a message that is less well understood is appreciated less. The findings of a small number of empirical studies on the effect of comprehension of a foreign language in advertisements seem to support this view. One study showed that the attitude of Dutch viewers toward spoken English phrases in television commercials was predicted by the degree of accuracy of their transcriptions of these phrases (an indirect measure of comprehension) [2, 34-36]. Two other studies with Dutch participants revealed that easy French and English slogans were appreciated more than difficult slogans in these languages. These two studies also showed that when the French and English slogans were easy, the participants preferred the ads with French and English slogans to ads with Dutch translations of these slogans. For the difficult French slogans, participants had a preference for ads with the Dutch translations of these slogans. For the difficult English

slogans, there were no differences in preference. The studies by Hornikx and Starren, van Meurs, and de Boer used the complexity of slogans (difficult–easy) as a measure of comprehension. In both studies, the relationship between complexity and comprehension was tested in a pretest, which showed that difficult slogans were more frequently mistranslated and were rated as more difficult than the easy slogans. In addition, Hornikx, van Meurs, and de Boer showed that the slogans that were more often translated incorrectly and were rated as more difficult were appreciated less. Thus, these two studies indicate a clear link between predetermined complexity and actual and perceived comprehension.

By personal explanation, it can be defined that Slogans are not merely a group of catchy words; they are a strategic attempt at creating a persuasive image in the minds of the consumers. The basic purpose of a slogan is to sell a product/service. Purpose of a slogan is to act as a shadow identity of a brand and promote a specific product/service.

A genuinely successful slogan will act not only as a benefit to the brand, but it is also a long-term commitment. It is like the DNA of your brand. It imbibes the ideals of the related product/service and portrays the same to customers as well as employees. It aims to increase sales of the product. Slogans aim to reach out to customers on an emotional level. They relate to day-to-day situations for the target audience.

Brand slogans promote a product/service as well as a campaign for a range of products and services. Slogans aim to reveal more about the company, especially through more information about a pricing strategy, services or what customers may look forward to. In other cases, the slogan may reveal even more, for instance – a technology company slogan would emphasize its differences or a shoe company may encourage consumers to reach for their goals. The purpose of these slogans is to build a brand identity that sets the company apart, inviting consumers willing to experience the benefits of that brand. Another important function of a slogan is to position the brand in the minds of customers most desirably and advantageously. Why is this positioning important? Positioning sets apart a brand from others. In today's times, it is not only the brands that possess the power to change the market, but it's also the consumers.

Along with other advertising elements (text, specification, image, logo, video, music, jingle...), an advertising slogan assists to prosper a recognizable image for the manufactured product, provided service or because it is representing. For instance, the following slogan “Any washing machines live longer with Calgon” suggests that Calgon dishwasher tablets are smart and technology-friendly products. This inevitably heightens their competitiveness among the products featuring similar quality and price. Combined with a catchy jingle, the slogan may remain in consumer's memory forever. Nike's simple logo and equally simple slogan Just do it – a piece of advice saying “do not stall, do not procrastinate” – encouraged thousands of people across the world to get off the couch and “do it”, i.e. go outdoors, start exercising and start buying Nike products. That is how it sticks at consumers' mind and attract them to get it. Others see brand activism as a way to target a coveted young audience who is far more progressive and political than their parents. To reach millennial, brands must tap into the political energy that generation created and show young people that they can take a stand.

To summarize final analysis, the language of slogans is closely related to linguistic techniques and figures of speech which have been analyzed at various levels. Figurative language is also necessary in advertisements as it is the language, on the whole, favored by rhetoricians, poets, fiction writers, lovers. Investigating the research in an adversarial way, it is to inform that figurative language is the language that avoids speaking directly or plainly about the subject under examination relying on linguistic approach.

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THE POWER OF POLITICAL EUPHEMISMS: CRAFTING PUBLIC PERCEPTION IN ENGLISH AND UZBEK

G. Karimova ¹, M. Kamolova ²

Abstract:

This article explores how political euphemisms serve as a powerful tool for shaping public perception in both English and Uzbek political discourse. It examines the strategies politicians use to frame contentious issues in a more favorable light and manage public opinion by replacing direct, confrontational language with softer alternatives. By comparing examples from both languages, this article highlights the cultural and political implications of euphemisms in obscuring controversial topics and managing emotional reactions.

Key words: Political euphemisms, public perception, framing strategies, language manipulation, cultural discourse.

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Political communication is often about persuasion, managing public opinion, and avoiding controversy. One of the most common tools used by politicians and media in achieving this is euphemisms. Euphemisms allow political figures to present difficult or sensitive topics in a less direct, less emotional way, helping them gain public support and avoid negative backlash. In both English and Uzbek political contexts, euphemisms are used to soften the harsh realities of government policies or decisions. This article examines the use of euphemisms in political language, focusing on the similarities and differences between English and Uzbek. It will explore how political euphemisms are carefully crafted to maintain control over public perception and how cultural factors shape the choice of euphemistic terms.

Euphemisms play a crucial role in political discourse by framing messages in ways that minimize controversy. They work by replacing emotionally charged words with more neutral or positive alternatives. For example, instead of referring to civilian deaths in a conflict as “casualties” or “killings,” politicians may use the phrase “collateral damage,” thus softening the impact of the message and diverting attention from the human cost of military actions. In Uzbek political discourse, the term “ijtimoiy islohotlar” (social reforms) is commonly used to describe sweeping changes in social policies that may include measures unpopular with some segments of society. This euphemism focuses on the concept of reform and progress, leaving out the potential hardships that may arise from the implementation of these policies. Similarly, in English, phrases like “structural adjustment” are often used in economic policy to refer to austerity measures, making cuts to public services or funding sound like necessary and responsible steps toward stability.

Political euphemisms are pervasive in English-speaking countries. Some of the most common examples include:

“Regime change” – This phrase is used to describe the overthrow or destabilization of a government, often through military or covert action. Instead of using words like “coup” or

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“invasion,” which carry negative connotations, “regime change” implies that the change is necessary or even beneficial for the country in question.

“Undocumented workers” – A softer alternative to “illegal immigrants,” this term focuses on the administrative aspect of lacking documents rather than the legal violation, making it easier to discuss the issue in less polarizing terms.

“Alternative facts” – Introduced in 2017 during political debates in the United States, this term was used to present inaccurate or misleading information in a way that suggested it was simply a different interpretation of reality, rather than a falsehood.

These examples show how political euphemisms can manipulate public perception by presenting difficult situations in a less confrontational way.

In Uzbek political language, euphemisms also serve to obscure sensitive topics, particularly when discussing government actions that may affect public freedoms or economic stability. Some common euphemisms include:

“Barqarorlikni ta'minlash” – Used to describe efforts to maintain stability, often in the context of actions that may limit freedoms or suppress dissent. This phrase emphasizes the necessity of stability and frames the actions as protective measures for the public good.

“Demokratik islohotlar” – This euphemism is often used to describe political reforms that may involve centralizing power or limiting certain freedoms, framing them as part of a democratic process when the reality may involve controversial policies.

“Qattiq choralar” – A phrase that refers to strong or harsh measures taken by the government. While the term acknowledges the severity of the actions, it also conveys a sense of necessity, portraying the government's response as justified and reasonable.

The use of euphemisms is influenced by the cultural context in which they are used. In English-speaking countries, where freedom of speech and the press are highly valued, euphemisms serve to obscure potentially controversial policies while avoiding outright censorship. In contrast, in Uzbekistan, where there is a strong cultural emphasis on respect for authority and national unity, euphemisms are often used to maintain social harmony and avoid direct criticism of the government.

The linguistic scholar O. Rakhimov (2021) notes that in Uzbek political discourse, euphemisms are frequently employed to avoid confrontation and preserve the face of both the government and the public. Similarly, Western scholars such as George Lakoff argue that euphemisms in English are often used to “frame” political issues in a way that aligns with the speaker's agenda, influencing how the public understands and reacts to the issue.

Political spin refers to the strategic manipulation of language to influence public perception, often through the use of euphemisms. By framing controversial actions in a positive light, politicians can reduce the likelihood of public backlash. For instance, when discussing military actions, English-speaking politicians often refer to “interventions” or “peacekeeping missions” rather than “wars” or “conflicts,” making the actions seem more justified and morally defensible.

In Uzbek political discourse, similar strategies are employed. For example, phrases like “xalqaro hamkorlik” (international cooperation) are used to describe agreements or policies that may involve foreign influence or interference, framing them in a way that highlights positive outcomes, rather than potential risks or losses of sovereignty.

Euphemisms play a critical role in political communication, both in English and Uzbek-speaking contexts. By softening the language used to describe sensitive or controversial topics, politicians can control the narrative, shape public opinion, and minimize opposition. While euphemisms are a powerful tool for managing public perception, they also raise ethical concerns about transparency and truth in political discourse. In both English and Uzbek, euphemisms allow political figures to present their policies and actions in the best possible light. However, as citizens become more aware of these linguistic strategies, they may demand greater clarity and honesty from their leaders. Understanding

the role of euphemisms in political communication can help individuals critically analyze the messages they receive and better assess the realities behind political language.

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**OILAVIY MUNOSABATLARNI MUSTAHKAMLASHDA INGLIZ VA O'ZBEK TILLARIDA
"SHUKRONALIK" KONSEPTINING LINGVO-MADANIY VA SEMANTIK AHAMIYATI***Sh. Rahimova*¹*Annotatsiya:*

Bu maqola ingliz va o'zbek tillarida oilaviy munosabatlarni mustahkamlashda shukronalik konseptining lingvo-madaniy va semantik xususiyatlari haqida bayon qilingan. Ikki tilda shukronalikni qo'llanilishi doirasi haqida aytilgan.

Kalit so'zlar: "shukronalik", qanoat, minnatdorchilik, munosabat, lingvo-madaniyat, semantik.

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Olimlar oldiga hozirgi zamon tilshunosligini har tomonlama yuksaltirish masalasi asosiy vazifa qilib qo'yilar ekan, tilshunoslikni shakllantiradigan va unga ta'sir o'tkazadigan barcha omillarni atroflicha tadqiq qilish, ularning bu borada qanday o'rin tutishini chuqur anglab olish taqozo etiladi. Zero, xalq hayotining asosi hisoblangan tilshunoslikni mustahkamlash va rivojlantirish respublikamizda davlat siyosati darajasidagi muhim vazifalardir.

Tilshunoslik shunday qimmatbaho mezonki, u bizning qadimiy va navqiron xalqimiz qalbida o'z mustaqilligini tushunib etish va ozodlikni sevish tuyg'usi bilan birgalikda tarixan shakllangan. Til insonga ona suti, ota namunasi, ajdodlar o'giti bilan birga singadi.

Ingliz tilida shukronalik bildirishning yo'llarini batafsil ko'rib chiqishdan oldin, shukronalik tushunchasining mohiyatini ochib berish kerak. "Rahmat" so'zi "yaxshilik va qanoat qilish", ya'ni ezgulik qilish ma'nosini bildiradi. Bu atama boshqalarning mehribonligiga, inson qalbida paydo bo'ladigan mos keladigan tuyg'ularga javoban shukronalik hissini anglatadi. Ko'pincha, yaxshi ish qilsak, biz bu evaziga biror narsa olishni kutamiz. Qolaversa, oddiygina minnatdorchilik so'zini ham eshitmasak, biz xafa bo'lamiz.

Keling, izohli lug'atda shukronalik tushunchasining ta'rifini ko'rib chiqaylik: shukronalik tuyg'usi, kimgadir yaxshilik, xizmat yoki xayriya uchun to'lash istagini anglatadi. Ingliz tilida ham, o'zbek tilida ham turli harakatlar va xizmatlar, maqto'vlar, ko'rsatilgan yordamlar, biror narsani qarzga olish, taklif, sovg'a, tilak, muomala, yoqimli voqea uchun minnatdorchilik bildiriladi. Bundan tashqari, shukronalik kengaytirilgan salom sifatida xizmat qilishi mumkin.

Shukronalik nutqi janrlari odob janrlarining bir turini ifodalaydi. Bu guruh uzr, tabriklar va hamdardliklarni o'z ichiga oladi. Shukronalik janrining asosiy xususiyatlari shundan iboratki, ijtimoiy olamdagi voqealarga og'zaki munosabat odob-axloq qoidalari bilan belgilanadi va turli ifoda vositalaridan foydalanadi. Shukronalik kategoriyasini bildirishda turli leksik-semantik va grammatik ko'rsatkichlardan foydalaniladi.

Shukronalik, birinchi navbatda, og'zaki va og'zaki bo'lmagan bo'lishi mumkin bo'lgan odob-axloq qoidalarining bir shakli bo'lgan shukronalik nutqi janri orqali ifodalanadi. Shukronalikni bildirishning kommunikativ maqsadi suhbatdosh tomonidan ko'rsatilgan yordam yoki xizmat uchun ma'ruzachining minnatdorchiligini va shukronaligini ko'rsatishdir. Shu bilan birga, shukronalik muallifning hissiy holatining ifodasi bo'lib xizmat qiladi va qabul qiluvchining his-tuyg'ulariga ta'sir qilish vositasidir. Minnatdorchilik bildirish orqali

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ma'ruzachi nafaqat yordamni tan oladi, balki qabul qiluvchiga ijobiy munosabat bildiradi. Har bir konsept o'z leksik-semantik va lingvokulturologik ahamiyatga ega bo'lib shukronalik ham xalqimiz orasida keng qo'llanilib madaniy-ma'rifiy mustahkamlangan korinishiga ega.

Jamiyatimizda sodir bo'layotgan har qanday o'zgarish muammo va rivojlanishni olib chiqish barcha sohalarini qamrab olmoqda. Oilalarni mustahkamlash ular o'rtasidagi ahillik, jipslikni mustahkamlashda ham so'zlarning ahamiyati va o'zni beqiyosdir. Shukronalik konseptining semantic xususiyatlarini ko'rib chiqadigan bo'lsak uning ahamiyati insonlar o'rtasidagi so'zlashuvda juda muhimdir. Xalqimiz orasida yillar davomida qanoat, shukronalik, minnatdorchilik va raxmat kabi so'zlar qo'llanilib ular orasida mehr muhabbatni yaqinlikni ko'paytirib oilalar mustahkamligini ko'rsatib bergan. Hozirgi kunga kelib oilalardagi kelishmovchiliklar dunyo xalqlari orasida ajrashish oilalarni buzulib ketishiga ular orasidagi suhbatlarning ijobiy so'zlar bilan sug'orilib boyitilmayotgani, yuzma-yuz suhbatlarning kamaygani sabab bo'lmoqda. Agar biz ijobiy va insonlar orasidagi ahillikni mustahkamlovchi tilshunoslikni yanada boyitib beruvchi konseptlarni tahlil qilib semantic va lingvo-kulturologik tahlil qilib borsak nafaqat jamiyat rivojiga balkim ikki tildagi konseptlarning asosiy semantic va lingvokulturologik xususiyatlarini ham o'rganib chiqqan bo'lamiz.²

Lingvokulturologiyada kontsepsiya - bu etnik guruh yoki jamiyatning jamoaviy lingvistik mentalitetida mustahkamlangan madaniyat elementlari haqidagi ma'lumotlar. Lingvomadaniy tushunchani moddiylashtirish va obyektivlashtirishning eng muhim vositasi tildir.

“Lingvokulturologiya o'z predmeti sifatida xalq madaniyatining, asosan, ma'naviy-ma'rifiy, uning tili va nutqida aks ettirilgan va mustahkamlangan ko'rinishlarini o'rganadi. Lingvokulturologiyaning asosiy tadqiqot birligi lingvomadaniy tushuncha bo'lib, u o'zining eng umumiy ko'rinishida madaniyat va tilga "cho'milgan" ob'ektning muhim belgilari to'plami tushunchasiga tushadi.

Lingvokulturologiya umumiy madaniy sohalarini o'z ichiga olgan holda til va madaniyatni bog'likligini o'rganuvchi tilshunoslikning bir bo'limi hisoblanadi.

Ma'lumki, madaniy nutqda uning tarkibida ishtirok etadigan, muayyan darajada nutqiy faoliyatda faol qo'llaniladigan ko'plab tushunchalari borki, ular og'zaki va yozma nutqda mavjudligi bilan ajralib turadi. Shunday konseptual asosga ega bo'lgan tushunchalardan biri “shukronalik” konseptidir.” shukronalik” konsepti nutq jarayonida so'zlovchi va tinglovchi o'rtasidagi munosabatni belgilaygan muhim omillarda namoyon bo'ladi.

Shu bilan birga, bu paremiologik birliklar nutqimizning bezagi vazifasini bajaradi. Ma'lumki, “shaxs nutqi hosil qilishda faqat uning mavzusi bilan qiziqib qolmasdan, nutq jarayonida o'z his-tuyg'ularini ham bildiradi. Nutq jarayonidagi his-tuyg'ulari va ichki kechinmasi shaxsning xususiy munosabati sifatida shakllanadi... xususiy emotsional munosabat, albatta, matn muallifining ruhiy holatidan kelib chiqadi va bevosita matn mazmunidan anglashilib turadi”. “Shukronalik” konsepti o'zaro muloqotga kirishgan ikki va undan ortiq ishtirokchilar o'rtasida bir-biriga bo'lgan munosabatida asosiy o'rin egallovchi ichki tuyg'ulardan biridir. “Shukronalik” konseptidan nutq jarayonida foydalanishning quyidagicha ifodaliligi namoyon bo'lishini va oila va jamiyat rivojiga mustahkamligini oshirishda o'rnini ko'rib chiqadigan bo'lsak quyidagi semantic va lingvo-kulturologik :

- insonlar o'rtasida ishonch tuyg'usini shakllantiradi;
- shukur qilish qanoat qilishni oshiradi
- qanoat tuyg'usini kuchaytirib atrofidagi barcha insonlarni narsalarni borligiga shukur qiladi
- bu tuyg'uni og'zaki nuqtda chin dildan aytish orqali farzand va ota ona o'rtasidagi mehr-muhabbat ortadi
- turmushdagi bor narsaga qanoat qilib uni ko'payishiga sabab bo'ladi

- mehnatsevarlikning ijobiy ko'rsatkichini oshiradi;
- o'zaro kommunikativ aloqani mustahkamlaydi;
- insofli, adolatli bo'lishga, kuchli ilm egallashga chaqiradi;
- mustaqil fikrlash jarayoni kengaytiradi;
- nutqning madaniyligini ta'minlovchi kommunikativ sifatlarda yetakchi mavzuni belgilaydi.

“Shukronalik” konsepti o'ziga xos koloritlarini o'rganish orqali uning mazmunida lisoniy birlikda namoyon bo'ladigan ifodali munosabat zahirida ezgulik, sadoqat, to'g'rilik va oliyjanoblik yotadi.

Albatta, qaysi tilda bo'lmasin oilaviy munosabatlarda minnatdorchilikni rivojlantirish uchun, avvalo, minnatdorchilik nimani anglatishini tushunish kerak. Minnatdorchilik shunchaki "rahmat" aytishdan ko'proq narsadir. Bu biz boshqalardan ko'rgan foyda va mehr-oqibat uchun chuqur minnatdorchilikdir. Bu nafaqat ijobiy harakatlar yoki sovg'alarni tan olishni, balki undan keyingi hissiy va xatti-harakatlarni ham o'z ichiga oladi.

Minnatdorchilik insoniy tuyg'ularning eng sog'lomidir. Sizda bor narsa uchun qanchalik ko'p minnatdorchilik bildirsangiz, minnatdorchilik bildirish ehtimoli shunchalik ko'p bo'ladi.

Uzbek tilida bo'lgani kabi ingliz tilida ham shukronalikni bildiruvchi ko'plab so'zlar bor, biz ularni kunlik va doimiy ishlatilini yuriladigan turlarga bo'lib o'rganishimiz mumkin. Ular thank you, welcome, appreciation, gratefulness bolishi mumkin. Oila dinamikasini shakllantirishda minnatdorchilikning ahamiyatini e'tiborsiz qoldirib bo'lmaydi. Bu qadrlash va ijobiylik muhitini yaratadi, oilada daxldorlik va birlik hissin rivojlantiradi.³

Ko'pgina tajribalar shuni ko'rsatmoqdagi uzbek tili va ingliz tilida so'zlashuvchilar shukronalik minnatdorchilik so'zlarini hozirda oldingidan ko'ra kam ishlatilini so'zning qiymatiga ham ta'sir qilib oila munisabatlarida va suhbatlarda kam qo'llanilyapti.

Demak, shuni aytishimiz mumkinki oila mustahkamligi, ota-ona va farzand o'rtasidagi ijobiy munosabatlarni rivojlantirishda “shukronalik” konsepti o'rnini qanchalik muhim ekanligini o'rganib uni insonlar o'rtasida chuqur tadqiqotlar va izlanishlar bilan o'ganib tadbiq etish ishimizning asosiy maqsadi ekanligini anglagan xolda davom ettirish, uning asosiy ma'no mazmunini o'rganish, “shukronalik” konseptini yoshlar ongiga singdirish asosiy vzaifamizdir.

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THE ROLE AND IMPACT OF POLITICAL EUPHEMISMS IN MEDIA DISCOURSE

G. Karimova¹, F. Omonturdiyeva²*Abstract:*

This article explores the role of political euphemisms in media discourse, focusing on how these linguistic strategies shape public perception and influence political debate. By analyzing both English and Uzbek media, the article demonstrates how euphemisms are used to soften controversial topics, manage public reactions, and control the flow of information. Through real-world examples, it highlights the subtle power of euphemisms in framing political events and decisions, and their broader impact on society.

Key words: Political euphemisms, media discourse, public perception, information control, framing.

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Media plays a crucial role in disseminating information and shaping public opinion. One of the tools frequently employed by both politicians and media outlets to control public perception is the use of political euphemisms. Euphemisms are carefully selected words or phrases that replace more direct language, allowing for the presentation of contentious or uncomfortable realities in a more palatable way. They obscure the true meaning behind political actions or policies, making them easier to accept and less likely to provoke outrage. In this article, we examine how euphemisms in media discourse affect political communication, focusing on both English-language and Uzbek media. We explore the strategic use of euphemisms to downplay or soften the impact of controversial political events, and how media outlets contribute to shaping the public's understanding of these issues through language manipulation.

In English-language media, euphemisms are a common tool used to navigate sensitive political topics. Whether reporting on wars, economic policies, or social reforms, the media often employs euphemisms to neutralize potentially inflammatory subjects. This process of linguistic softening helps shape public perception by framing the news in ways that align with particular political or ideological positions. For instance, when reporting on military conflicts, media outlets often replace terms like "war" or "bombings" with phrases such as "military intervention" or "airstrikes," creating a less confrontational and more justified tone. A notable example of this is the frequent use of the term "collateral damage" to refer to civilian casualties during military operations. This euphemism shifts the focus from the human cost of war to an impersonal, inevitable consequence of strategic action.

Additionally, in political debates, terms like "tax reform" are often used in place of phrases like "tax increases" to downplay the potential negative impact on citizens. Such language creates a perception of positive change or progress, even when the actual policy may involve financial burdens for certain groups.

Uzbek media, like its English counterpart, also utilizes euphemisms to manage public perception of political events. However, in Uzbekistan, where political discourse is more tightly controlled, the use of euphemisms often serves as a way to avoid direct criticism of government policies while maintaining a sense of national unity and stability. For example,

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when discussing controversial economic reforms, Uzbek media might use the term “ijtimoiy islohotlar” (social reforms) to describe policies that result in significant changes, such as cuts to public services or increases in prices. By framing these measures as part of broader social progress, the media minimizes public resistance and fosters a sense of inevitability and necessity.

Similarly, when covering political actions that limit freedoms or suppress dissent, terms like “milliy xavfsizlikni ta'minlash” (ensuring national security) are used to justify restrictive measures. This euphemistic language frames the government's actions as protective and necessary for the greater good, making it harder for the public to criticize these policies.

As noted by Uzbek linguist Sh. Yusupov (2022), political euphemisms in Uzbek media often reflect cultural values that emphasize social harmony and respect for authority. By using softer language, the media helps maintain stability and reduces the risk of public unrest, even when reporting on potentially controversial issues.

The media's role in shaping public perception through euphemisms cannot be understated. By selectively choosing language that softens the impact of certain political actions, media outlets influence how the public interprets and reacts to news. This process is known as “framing,” and it allows the media to present political events in a way that aligns with specific agendas or ideologies.

In English-language media, euphemisms are frequently used to frame political debates around key issues such as immigration, healthcare, and military interventions. For instance, instead of discussing the “deportation” of illegal immigrants, some media outlets prefer to use the term “removal proceedings,” which sounds less harsh and creates an impression of a more neutral, bureaucratic process. Similarly, in Uzbek media, euphemisms are often employed to manage public discourse around sensitive topics such as government crackdowns on protests or economic hardships. By using terms like “barqarorlikni ta'minlash” (ensuring stability), the media frames government actions as being in the best interest of the country, rather than as authoritarian or repressive. This framing not only affects how the public perceives political events but also shapes the broader political narrative, often limiting the scope of public debate and reducing opportunities for dissenting opinions.

While euphemisms are an effective tool for controlling public perception, their use raises important ethical concerns. By softening the language used to describe contentious or harmful political actions, euphemisms can obscure the truth and prevent the public from fully understanding the implications of certain policies. This lack of transparency can undermine democratic processes by limiting informed debate and making it difficult for citizens to hold their leaders accountable.

In both English and Uzbek media, the overuse of euphemisms risks creating a distorted view of reality, where difficult issues are downplayed or hidden behind carefully chosen words. As George Orwell famously argued in his essay *Politics and the English Language* (1946), the manipulation of language is a powerful political weapon that can be used to deceive the public and obscure the truth.

Euphemisms play a central role in political media discourse, shaping public perception and framing political events in ways that serve specific agendas. In both English and Uzbek media, euphemisms are used to soften the impact of controversial policies, manage public reactions, and maintain control over political narratives. However, the use of euphemisms also raises ethical questions about transparency and accountability in political communication. As consumers of media, it is important to critically examine the language used to report on political events and consider the ways in which euphemisms may obscure the truth. By becoming more aware of these linguistic strategies, the public can better understand the realities behind political language and make more informed decisions about the issues that affect their lives.

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THE POWER OF BODY LANGUAGE: ENHANCING COMMUNICATION ACROSS PERSONAL, PROFESSIONAL, AND CROSS-CULTURAL CONTEXTS

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Abstract:

Body language plays a pivotal role in human communication, often conveying emotions, intentions, and messages more effectively than verbal communication alone. This article explores the significance of body language in various contexts, highlighting its impact on interpersonal relationships, cross-cultural communication, and professional settings. Through an analysis of key studies, we demonstrate how understanding and utilizing body language can enhance communication skills, increase emotional intelligence, and foster more effective interactions. By recognizing the nuances of non-verbal cues, individuals can improve their ability to connect with others and navigate complex social environments.

Key words: body language, communication, non-verbal cues, emotional intelligence, interpersonal relationships, cross-cultural communication.

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Communication is a fundamental aspect of human interaction, shaping relationships, influencing decisions, and facilitating understanding across different social contexts. While spoken and written words are often emphasized, non-verbal communication—particularly body language—plays an equally, if not more, important role in the transmission of messages. According to Mehrabian's communication model, 55% of communication is delivered through non-verbal means, including gestures, facial expressions, and posture [Mehrabian, *Silent Messages*, 1972, p. 43]. This article examines the importance of body language in communication by analyzing its function in various contexts, including personal interactions, professional environments, and cross-cultural exchanges. By exploring these dimensions, we aim to demonstrate how understanding and effectively employing body language can improve communication outcomes.

The Role of Body Language in Personal Relationships. Body language is a key component of communication in personal relationships, where it can express emotions that words often fail to convey. Facial expressions, eye contact, and gestures provide valuable insights into a person's emotional state. For instance, a study by Ekman and Friesen [Ekman, Friesen, *The Human Face*, 1975, p. 112] found that micro-expressions reveal underlying emotions, even when individuals attempt to mask their feelings.

Non-verbal communication also plays a role in building trust and empathy. Research suggests that maintaining open body posture and mirroring others' gestures can create rapport and foster trust in interpersonal interactions [Pease, 2004, p. 67]. The ability to accurately interpret these cues enhances emotional intelligence, allowing individuals to respond more empathetically in social situations.

Body Language in Professional Settings. In professional settings, effective communication is essential for teamwork, leadership, and negotiations. Non-verbal signals such as posture, handshakes, and eye contact are often used to convey confidence, authority,

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and attentiveness. Research by Goman (Goman, *The Nonverbal Advantage*, 2008, p. 76) indicates that leaders who are adept at reading and using body language can inspire trust and motivate their teams. Furthermore, during negotiations, non-verbal cues can signal agreement, hesitation, or resistance. A study on negotiation tactics [Knapp, 2013, p. 214] shows that subtle gestures, such as leaning forward, nodding, or crossing arms, provide valuable information about a counterpart's stance, influencing the negotiation's direction.

Body Language in Cross-Cultural Communication. Cross-cultural communication presents unique challenges, as different cultures interpret body language in distinct ways. For example, in some cultures, direct eye contact signifies confidence, while in others, it may be seen as disrespectful. Research by Hall [Hall, 1976, p. 79] emphasizes the importance of cultural awareness in interpreting non-verbal cues, noting that misunderstandings in body language can lead to miscommunication in international settings. Understanding cultural differences in non-verbal communication is essential for avoiding misinterpretations and fostering mutual respect. For instance, in East Asian cultures, a bow signifies respect, while in Western cultures, a firm handshake is the norm for professional greetings.

Body language is a critical aspect of communication, enhancing the understanding of spoken messages and revealing emotional subtleties that words may obscure. By recognizing and interpreting non-verbal cues, individuals can improve their interpersonal skills, navigate professional relationships more effectively, and communicate across cultural boundaries with greater sensitivity. As we continue to operate in an increasingly globalized world, mastering the art of body language will be indispensable for successful communication.

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LINGUISTIC AND PRAGMATIC PECULIARITIES OF THE SPEECH OF TWO GENDERS*Д.А. Ахмедова¹, У.Е. Тагаева²**Abstract:*

This study explores the linguistic and pragmatic distinctions between male and female communication. By analyzing spoken and written samples, the paper presents observations on differences in vocabulary, syntactic structures, and evaluative language. We conducted our research with a sample of 50 students, split evenly by gender, to examine these unique linguistic traits in the context of Uzbek, Russian, and English languages. The results indicate significant patterns in how gender influences language use, reflecting broader social and cultural dynamics.

Key words: gender differences, linguistic analysis, speech styles, language behavior.

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Introduction

Gendered communication is an interdisciplinary field that has garnered significant attention in recent decades. Scholars have recognized that men and women not only communicate differently but also that these differences are shaped by various social, cultural, and psychological factors. Belyanin V.P. highlights in Psycholinguistics that these distinctions can manifest in both speech behavior and language expression. The aim of this study is to build on previous research by examining how young adults use language in natural settings, focusing on their unique linguistic choices based on gender.

Research suggests that understanding gendered language can offer insights into broader societal attitudes and norms. For instance, the way individuals express themselves can reflect underlying power dynamics and cultural values. This study seeks to provide a detailed analysis of these differences, particularly in the context of the Uzbek, Russian, and English languages, using a diverse sample of students.

Literature Review

Numerous studies have documented the linguistic behaviors associated with each gender. Men often utilize abstract nouns and categorical expressions, while women typically prefer descriptive and specific language. This difference is not merely stylistic; it reflects broader societal norms that encourage men to adopt a more assertive communication style.

For instance, Belyanin's work emphasizes that male speech tends to dominate conversations, with men frequently interrupting and redirecting topics. On the other hand, women's speech often involves more collaborative elements, characterized by the use of inclusive language and a focus on emotional expression. These patterns suggest that societal expectations play a critical role in shaping how individuals communicate based on their gender.

Further observations indicate that female speech often incorporates more emotionally charged language than male speech, frequently carrying positive connotations. Kirillina and Tomskaya note that men's language can be stylistically neutral and may lack emotional depth, relying instead on jargon or straightforward terms. In contrast, women tend to employ

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a richer variety of evaluative words, which adds layers of emotional nuance to their communication.

Research has also shown that women's language includes figurative expressions and evaluative statements, enhancing their capacity for emotional connectivity. This use of language can foster empathy and relational depth in conversations, contrasting with the more utilitarian and straightforward styles often found in male speech.

Discussion

The analysis reveals notable differences in how men and women manage conversational dynamics. Men frequently dominate discussions, characterized by a higher frequency of interruptions and topic control. Their speech often includes specific nouns and relative adjectives, contributing to a more direct communicative style. In contrast, women's speech features a greater variety of qualitative adjectives and verbs, reflecting a nuanced approach to dialogue.

For example, men's conversational contributions may be shorter and more abrupt, focusing on factual content. Women, however, tend to use longer, more complex sentences that incorporate emotional nuances and relational context. This difference not only highlights varying communication styles but also underscores the societal norms that influence these behaviors.

When analyzing written communication, a distinct pattern emerges. Male writing often showcases military or informal jargon, resulting in a more straightforward narrative style. Conversely, female writing tends to exhibit greater lexical variety, incorporating elevated vocabulary, euphemisms, and a rich array of descriptive language.

Furthermore, women's writing often reflects a complex syntactic structure that includes adverbs, modal verbs, and emotionally expressive phrases. This complexity may indicate a higher level of engagement with the subject matter, as well as a desire to connect with readers on an emotional level.

Associative fields provide another lens through which to examine gendered language patterns. Male associative fields often align with traditional masculine domains such as sports, career-oriented topics, and technical jargon. These associations reflect societal norms that encourage men to adopt roles associated with power and authority.

In contrast, women's associative fields are broader and more emotionally diverse, often encompassing themes of family, relationships, and community. This difference illustrates how language is not just a means of communication but also a reflection of the cultural contexts that shape gender identities.

Conclusion

This study confirms the existence of distinct linguistic patterns between genders, demonstrating how these differences are informed by social and cultural dynamics. While certain trends in male and female communication reflect broader cultural influences, they also reveal inherent pragmatic tendencies in language processing. Understanding these differences is essential for enhancing effective communication across genders and fostering greater awareness of the social implications of language use.

Future research could expand on these findings by exploring gendered language patterns in different cultural contexts and across various age groups. As societal norms continue to evolve, ongoing examination of gendered communication will be crucial in understanding the complexities of human interaction in a diverse world.

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INGLIZ TILI BIZNES DISKURSIDA FRAZEOLOGIK BIRLIKLARDAN FOYDALANISH BORASIDA

Jo 'ramurodov J.P.¹

Annotatsiya:

Zamonaviy biznes sohasi o'z fikrini erkin, ekspressiv tarzda bayon qila olishni, nutq jarayonida idiomalardan, va xattoki turli xil so'z o'yinlaridan samarali foydalanishni talab etmoqda. Mazkur maqolada ingliz tilida gapiruvchi xalqlar madaniyatini o'ziga xos qirralarini ifoda etuvchi, shuningdek zamonaviy biznes olamiga muvofiq keluvchi tarkibida oziq-ovqat nomlari bo'lgan ayrim frazeologik birliklar tahlil qilingan.

Kalit so'zlar: til, madaniyat, frazeologik birliklar, badiiy-tasviriy, idiomatik ifodalar, biznes diskursi, muloqot, global iqtisodiyot.

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Hozirgi davrda dunyo aholisining aksariyati o'z ijtimoiy-iqtisodiy muammolarni hal etish uchun xalqaro muloqot tili sifatida ingliz tilidan foydalanmoqda. Bugungi kunda ingliz tili turli sohalarda: turizm sohasida, moliyaviy munosabatlarda, telemuloqotlarda, diplomatiyada yetakchi til sifatida qaralmoqda. Shuningdek, korxonalarining kengayib, yirik kompaniya va korporatsiyalarga aylanishi va bunday yirik korxonalarda turli millat va elatlarga mansub mijozlar, hamkasblar va hamkorlar bilan ishni olib borish uchun yagona muloqot tiliga bo'lgan ehtiyojni qondirish uchun ingliz tili 21-asrda iqtisodiyot, tadbirkorlik ishlari va savdo-sotiq sohalarida ham muhim ahamiyat kasb eta boshladi. Endilikda ingliz tilida samarali muloqot qila olgan kishigina o'z hamkasblari orasida raqobatbardosh ustunlikka ega bo'la oladi.

Tezis: Tarkibida oziq-ovqat nomlari bo'lgan idiomatik birliklardan nutq jarayonida samarali foydalanish ingliz tilida yaxshi biznes muloqotni tashkil qilish uchun muhim omil vazifasini o'taydi.

Tarkibida oziq-ovqat nomlari qatnashgan ingliz tili frazeologiyalarni tahlil qilishdan oldin inglizlar tomonidan sevib iste'mol qilinadigan taomlardan xabardor bo'lishimiz talab etiladi. Bunday ingliz taomlari qatoriga quyidagilarni kiritishimiz mumkin:

porridge - jo'xori va boshqa shunga o'xshash ekinlarning donini suvga yoki sutga qaynatib hosil qilingan butqa;

pudding - asosiy ovqatdan keyin dasturxonga tortiladigan ko'pincha mevalardan, shuningdek qandolat, un, non yoki guruchdan tayyorlanadigan issiq shirin taom [5].

corn – makkajo'xori sutasi;

cake – pirog;

carrot – sabzi;

bean – loviya;

tea – choy;

ginger – zanjabil... [1]

Ingliz tilida gaplashuvchi biznes hamkor bilan muloqotga kirishishda tadbirkor o'z nutqida tarkibida yuqorida qayd etilgan oziq-ovqat nomlari bo'lgan quyidagi iboralarni ishlatishi yaxshi samara keltiradi deb hisoblaymiz:

(as) plain as porridge (tushunish oson);

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Everything tastes of porridge (haqiqat baribir qaror topadi);
 pace around hot porridge like a cat (qog'ozga urab gapirmoq)
 feed smb. on soft corn – kimgadir xushomad qilmoq, kimgadir takalluf bildirmoq;
 go like hot cakes – yaxshi sotilmoq, xaridorgir bo'lmoq;
 like a carrot to a donkey – laqqa tushish, yaxshigina o'ljaga aylanish;
 full of beans – yaxshi kayfiyatda;
 put some ginger into smth. – o't bilan o'ynashmoq... [5].

O'z navbatida ta'kidlab o'tishimiz lozimki, Amerika Qoshma shtatlarida pishloq (pie) ishlab chiqarish alohida milliy madaniyat sifatida qadrlanadi. Bu mamlakat pishloq ishlab chiqarish bo'yicha Niderlandiya, Fransiya, Belgiya davlatlaridan keyin dunyoda to'rtinchi o'rinda turadi [3].

Amerikaliklarning maxsus pishlog'i - "pie" odatda ust qismi turlicha ko'rinishda bo'lgan meva yoki go'sht va sabzavotlardan tayyorlanib pishirilgan taom hisoblanadi [4].

Bunday pishloqlarning Amerika madaniyati belgisi sifatida qadrlanishini inobatga olgan holda zamonaviy ingliz so'zlashuv tilida "pie" so'zi bilan hosil qilinadigan frazeologik birliklar ancha ko'p miqdorda ekanligini ham qayd etib o'tishimiz joiz. Masalan "Pie – Idioms by the Free Dictionary" lug'atida "pie" so'zi yordamida hosil qilingan 60 ga yaqin frazeologik birlik keltirilgan. [4].

Shu boisdan amerikalik hamkorlar bilan biznes sohasida muloqot qilganda tarkibida "pie" so'zi ishtirok etgan quyidagi frazeologiyalardan samarali foydalanishni tavsiya etamiz:

as American as apple pie – sof amerikanacha;
 to have a finger in every pie – birvarakayiga ko'p ish bilan shug'ullanmoq;
 a slice/piece/share of the pie – foydaning bir qismi;
 as easy as pie – juda oson, xamirdan qil sug'urgandek...[2].

Demak, tarkibida oziq-ovqat nomlari qatnashgan ingliz frazeologik birliklari nafaqat kundalik hayotning turli sohalarida, balki tadbirkorlar o'rtasidagi og'zaki muloqot doirasida ham keng qo'llanilar ekan. E'tiborlisi shundaki, tadbirkorlik sohasidagi uchrashuvlar paytida frazeologik birliklarga murojaat qilish orqali tadbirkor o'z nutqiga shunchaki yorqinlik va ravshanlik berish bilan kifoyalanmaydi, shu bilan birga u yana biznes hamkorlari bilan yaxshi ishni tashkil qilishda ham qulay va samarali muhitni yarata oladi.

Xullas, biznes ingliz tilini o'rganish bugungi global iqtisodiyotda muvaffaqiyatga erishish uchun o'ta zarurdir. Ingliz tili leksikasidan, ayniqsa bu tilning emotsional-empresiv vositalari bo'lmish frazeologik birliklaridan biznes diskursda samarali foydalangan tadbirkorgina martabasi yuksalib, kasbiy rivojlanishini tezlatish imkoniyatiga ega bo'la oladi.

Foydalanilgan adabiyotlar ro'yxati:

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AYOLLARGA XOS OG'ZAKI XULQ-ATVORNING LEKSIK XUSUSIYATLARI

F. Xamrakulova ¹*Annotatsiya:*

Maqolada tilshunoslikda ayollarga xos bo'lgan leksikada hulq atvorning o'rni, uning nutqga ta'siri, ayollar nutqida uchraydigan leksik birliklar haqida mulohaza olib borilgan.

Kalit so'zlar: leksika, nutq, hulq-atvor, ayol, salbiy, ijobiy, ma'no, guruh, konflikt, invektiv, hissiy.

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Inson borki doim muloqot jarayoni ichida bo'ladi. Shuni ta'kidlab o'tish joizki muloqot bor joyda konflikt vujudga kelishi tabiiy hol hisoblanadi. Konfliktni tashabbuskori bo'lgan ayolning nutqida, shuningdek, nizo tashabbuskori odamining nutqida quyidagi leksik guruhlar tez-tez uchraydi: salbiy ma'noga ega so'zlar, odobsiz va invektiv so'zlar. Nutqning barcha muhim qismlari salbiy ma'noga ega bo'lishi va mojaro tashabbuskorining salbiy hissiy holati bilan bog'liq ravishda pejorativ rangga ega bo'lishi mumkin. Keling, salbiy ma'noga ega so'z birikmalaridan foydalanishning bir misolini ko'rib chiqaylik.

'Are you that person who's been snooping around in our family affairs?' [SL, 149]

Konfliktni boshlagan ayolning nutqida salbiy ma'noga ega atrofda odamlarni yashirish - to snoop around - to pry into the private business of others [AHD]. Bundan tashqari, ushbu iborali fe'l jargondir. Ushbu salbiy ma'noga ega fe'ldan foydalanib, adresning harakatlarini baholash uchun nizo tashabbuskori o'ynaydi va ikkinchisiga nisbatan salbiy munosabatini namoyish etadi.

Mojaroni boshlagan ayol ma'lum bir hodisaga salbiy munosabatni og'zaki so'zlash uchun odobsiz so'zlardan foydalanadi. Mojaroni boshlagan ayollar erkaklarnikiga qaraganda odobsiz so'zlarni kamroq ishlatishadi. Konfliktni tashabbuskori bo'lgan ayol tomonidan odobsiz so'zlardan foydalanish misollarini ko'rib chiqing.

'Shit! SHIT!' cried Marlena, twisting her body back and forth. [TP, 187]

Konfliktni tashabbuskori bo'lgan ayol murojaatning takrorlanishidan foydalangan holda og'zaki bayon qilingan so'zlariga salbiy munosabat bildirmoqda. shit - used to express surprise, anger, or extreme displeasure [AHD].

Konfliktni tashabbuskori bo'lgan ayol tomonidan ishlatiladigan in'eksion lug'at, mojaro tashabbuskorining erkakcha og'zaki harakati bilan bir xil kichik guruhlariga kiradi. "Insonning biologik tabiati" guruhidan kelib chiqadigan erkaklar manziliga ishora qiluvchi va mojaroning tashabbuskori ayol tomonidan qo'llaniladigan invektivlar ko'pincha jismoniy kuch va uning yo'qligi yoki etishmasligi kabi semantik maydonga ta'sir qiladi. Mojaroning tashabbuskori ayol, adresat esa erkak bo'lgan misolni ko'rib chiqing.

You're old dick. You just want to sit around and criticize everything and everybody. You don't want to do anything. [CB, 23]

Konfliktni tashabbuskori ayol asosiy e'tiborni manzilning yoshiga qaratadi. old sifati neytral va yoshni bildiradi. Bu ma'no jihatidan ko'rib chiqilishi mumkin bo'lgan dick ot so'z turkumi bilan birlashtirilgan «a fellow, a guy, a chap» [MWD].

Ular birgalikda sifat-nominal invektiv iborani hosil qiladi. Insonning intellektual-iroda sohasiga qaratilgan invektiv mojaro tashabbuskori ayolning nutqida xuddi mojaro tashabbuskori erkakning nutqida bo'lgani kabi, ismlar va sifatlar tufayli amalga oshiriladi. bir

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xil semantik. Quydagi misolda mojaro tashabbuskori ayol adresat intellektual-iroda sohasiga qaratilgan inektivdan foydalanadi.

"Why would he tell me, you stupid bitch?" hissed Christina. [TPG, 212]

Nomlangan komponent bitch adresatning jinsini bildiradi. Ushbu in'eksion konstruksiyadagi stupid ning sifat qismi inektivning manzilning intellektual-irodali sohasiga yo'nalishini belgilaydi. Konfliktni tashabbuskori bo'lgan ayol erkakka murojaat etuvchiga murojaat qilgan holatlarda, shaxsning axloqiy va axloqiy asoslariga qaratilgan inektiv ham xarakterlidir.

"You rotten rotten rotten son-of-a-bitch!" she screamed. [CB, 163]

Sifatning uch marta takrorlanishi rotten (unsound in character or quality; in a corrupt or untrustworthy state; destitute of stability or integrity [WD]) inektiv iboraning ekspresiv potentsialini oshiradi va mojaro tashabbuskori ayolning manzil-odamning axloqiy va axloqiy fazilatlariga salbiy munosabatini bildiradi. Eng keng tarqalgan inektivlardan biri iboraning nominal komponenti vazifasini bajaradi. –son-of-a-bitch ot so'z turkumi, adresatga umumiy nafrat, g'azablanish yoki umidsizlikni ifoda etish.

Konfliktni boshlagan ayollarda odamning hissiy va psixologik sohasiga ta'sir ko'rsatadigan kichik guruhga tegishli inektivning xususiyatlari, mojaro boshlagan erkaklarda tegishli kichik guruh xususiyatlariga o'xshashdir.

Stop acting like a crazy woman! [TP, 186]

Mojaroni tashabbuskor ayol Adj+N tuzilishga ega bo'lgan inektiv konstruksiyadan foydalanadi woman oti neytral ma'noda bo'lib, adresat jinsini bildiradi. crazy – out of control; unsafe [WD] – sifati atribut funktsiyasini bajaradi va bu adresatning hissiy va psixologik fazilatlarini haqorat qilishga qaratilgan inektiv strukturaning semantik yadrosidir.

Konfliktni tashabbuskori bo'lgan ayollar manzilning ijtimoiy sohasiga qaratilgan inektivdan faol foydalanmoqdalar.

'You're just a washed-up, gold-digging little coke-head.' [TPG, 187]

coke-head (one who does cocaine [UD]) inektiv so'z birikmasi Adj+N tuzilishga ega, bunda sifat bir necha marta takrorlanadi. So'z birikmasining nominativ yadrosi nafaqat mojaro tashabbuskori oldida, balki butun jamiyatda salbiy bahoga ega bo'lgan adresatning yomon odati - giyohvandlikni belgilaydi.

Moddiy boylik darajasini ko'tarish istagi gold-digging sifat xususiyatini namoyish etadi, lekin u ham salbiy ma'noga ega, chunki romantik mehr-muhabbatning etishmasligini, faqat foyda olishga intilishini bayon qiladi (a woman who associates with or marries a rich man in order to get valuables from him through gifts or a divorce settlement [VD]). Adresat uchun ijtimoiy talabning etishmasligi tushunchasi washed-up (no longer successful or needed [AHD]) sifatda amalga oshiriladi. Little sifati o'z ma'nosida without much power or influence kabi qo'llaniladi [AHD]. Adj+...+N konstruksiyasi tufayli, har bir sifatlovchi komponent so'zlargaga inektiv ma'no qo'shishi yoki kuchaytirishi mumkin.

Gender inektivi mojaroni tashabbuskori bo'lgan ayol tomonidan faol qo'llaniladi. Haqiqiy materiallar shuni ko'rsatdiki, erkak adresatlar uchun eng tajovuzkor, uning jismoniy kuchi va ayollik xususiyatiga ega emasligini ta'kidlaydigan inektivlar (wimp, pansy, pussy, nancy boy), ayolga qaramlik (gigolo, henpecked, mama's boy). Ayollik xususiyatlarini oshirib yuborish va jismoniy zaiflik genetik inektivning keng qatlamiga aylanadi, uning semantikasi erkakning gomoseksualligini ko'rsatadi: faggot, punk, cocksucker, chicken va boshqalar. Keling, mojaroni tashabbuskori bo'lgan ayol tomonidan erkak adresatiga nisbatan gender inektividan foydalanishning bir misolini ko'rib chiqaylik.

It came as Barbara, in her final fit of rage, shrieked to Richard that he was a "dickless little wimp." [TPO, 154]

Adj+Adj+N inektiv birikmasi erkak adresatga yo'naltirilgan, yaderniy component sifatida wimp (a person who is not strong, brave or confident [MD]) oti – o'lik, latta, ayol (erkak haqida beparvolik bilan). Inektivning emotsional-ekspressiv salohiyati little sifati

bilan kuchayadi bu odamga murojaat qilganda, haqorat sifatida ham ko'rib chiqilishi mumkin: kichik kuchsiz degani.

Qurilishning ikkinchi sifat komponenti dickless bo'lib, unda erkakcha emas, balki wimpy semasi ham bor; u xuddi shu fikrni ifoda etadi. Kommunikatorning salbiy his-tuyg'ularining nutq tajovuzida namoyon bo'lishi, manzilning qadr-qimmatini haqorat qilishga qaratilgan bo'lib, nafaqat uning jismoniy, balki erkak kuchini ham shubha ostiga qo'yadi.

Invective kuchli hissiy va ekspression salohiyatga ega. U suhbatdoshga nisbatan ma'ruzachining his-tuyg'ularini keng ifoda eta oladi. Shu bilan birga, ma'ruzachi kommunikativ-pragmatik vaziyatga qarab haqoratni adresat hayotining turli sohalariga yo'naltirishga qodir. Ko'pincha, in'ektsiya iborasi Adj + N tuzilishiga ega, bu erda bir yoki ikkala komponent bir vaqtning o'zida in'ektsiya yo'nalishiga ega bo'lishi mumkin.

Invektiv lug'at keng tarqalgan bo'lib, uning yo'nalishi bo'yicha quyidagi sinflarga bo'linishi mumkin: insonning biologik tabiati; insonning intellektual va irodaviy sohasi; shaxsning axloqi, tarbiyasi va ijtimoiy asoslari; shaxsning hissiy va psixologik xususiyatlari; insonning ijtimoiy sohasi; jins xususiyatlari. Biroq, ma'lum bir sinfdan foydalanish chastotasi adresat jinsiga bog'liq. Ayol-adresat bilan suhbatda ziddiyatni boshlagan ayol ko'pincha shaxsning ijtimoiy va axloqiy tomoniga qaratilgan invektiv bilan bir qatorda gender invektividan foydalanadi. Jinsiy invektivlar asosan qabul qiluvchi ayolning mavjudligini va buzuqligini ko'rsatadigan semantikasi bo'lgan ismlar bilan ifodalanadi. Axloqiy-axloqiy sinfnings invektivi Adj + N iboralar bilan ifodalanadi, bu erda kaltak leksemasi ko'pincha N komponenti sifatida ishlatiladi. Invektivning yana bir tipik klassi - bu shaxsning ijtimoiy sohasiga qaratilgan invektivdir.

Konfliktni boshlagan ayol erkak adresat shaxsining jinsi va axloqiy-axloqiy xususiyatlariga qaratilgan invektivni qo'llash bilan tavsiflanadi. Insonning axloqiy va axloqiy asoslariga yo'naltirilgan invektiviy noma'lum va sifatlar bilan iflos, yolg'onchi, ishonchsiz odamning semantikasi bilan ifodalanadi. Jinsiy invektivning semantikasi erkaklar mojaroning manzili va tashabbuskori bo'lgan holatdagidek bir xil tekislikda bo'ladi: jismoniy zaiflik, gomoseksualizm, qo'rqoqlik.

Shunday qilib, mojaroni boshlagan ayolning og'zaki xulq-atvorining leksik xususiyatlarini ko'rib chiqib, quyidagicha xulosa qilishimiz mumkin:

1) mojaroni boshlagan ayollar salbiy ma'noga ega so'zlardan keng foydalanadilar; u ismlar, sifatlar, fe'llar, zarflar bilan ifodalanadi va salbiy hissiy reaksiyani og'zaki bayon qilish yoki vaziyatni, manzilni va uning harakatlarini va boshqalarni baholashga xizmat qiladi;

2) odobsiz lug'at asosan otlar va sifatlar, shuningdek kesim va zarralar bilan ifodalanadi; mojaro qo'zg'atadigan erkaklar tomonidan behayo so'zlardan foydalanish chastotasi bilan taqqoslaganda, ayollar uni kamroq ishlatishadi;

3) invektiv lug'at keng taqdim etilgan; bir jinsli va dipolli kommunikativ harakatlar axloqiy-axloqiy xususiyatlar va jinsning shaxsiyatiga qaratilgan invektivni tez-tez ishlatish bilan tavsiflanadi, ammo bu invektiv guruhlarining o'ziga xosligi adresat jinsidan farq qiladi va invektiv semantikasida namoyon bo'ladi .

Foydalanilgan adabiyotlar ro'yxati:

- [1]. E. Sheigal, *Power as a concept and category of discourse: a dissertation* (Voronezh, 2001)
- [2]. I. Frolova, *The regulatory potential of confrontation strategy in English-language discourse: a dissertation* (Kharkiv, 2015)
- [3]. J. Austin, *How to do things with words* (Oxford, 1962)
- [4]. Сафаров III. Прагмалингвистика. – Тошкент, 2008.

- [5]. *Ўзбек тилининг изоҳли луғати. 1-жилд. – Тошкент: “Ўзбекистон миллий энциклопедияси” Давлат илмий нашриёти, 2020.*
- [6]. *Қурбонова М.М. Ўзбек тилшунослигининг долзарб масалалари. – Тошкент, 2011.*

ANTROPONIMLAR XALQ MADANIYATI IN'IKOSI SIFATIDA (FRANSUZ TILI MATERIALIDA)

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Annotatsiya:

Ushbu maqolada fransuzcha shaxs nomlarining etimologik xususiyatlari va fransuz madaniyatini aks ettiruvchi vosita ekanligi haqida fikr yuritilgan. Shuningdek, fransuz antroponimlari, ularning etimologiyasi va madaniy konteksti zamonaviy fransuz jamiyatining tarixi va an'alarini o'rganish imkonini berishi tahlil qilingan.

Kalit so'zlar: antroponimlar, madaniyat, etnik guruh, lingvistik evolutsiya.

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Ism nafaqat shaxsni nomlash vositasi, balki ma'lumot tashuvchisi sifatida ham xizmat qiladi. Agar bu ma'lumotlar butun til jamoasida keng tarqalgan bo'lsa, bunday nomlar jamoaning tarixiy-madaniy taraqqiyoti haqidagi ma'lumotlarning tashuvchisi hisoblanadi. Nomning madaniy va etnik-madaniy makonini hisobga olish alohida qiziqish uyg'otadi, chunki nom etnik guruh ongining elementi bo'lib, xalqning ma'naviy madaniyati xususiyatlarini va ularning qadriyatlar tizimini aniqlashga imkon beradi.

Antroponimlar tilning eng qabul qiluvchi qismi bo'lib, ular barcha tarixiy va madaniy hodisalarni boshqa elementlarga qaraganda tezroq aks ettiradi. [1]

Fransuz antroponimlari, ularning etimologiyasi va madaniy konteksti zamonaviy fransuz jamiyatining tarixi va an'alarini chuqurroq o'rganishga imkon beradi. Ushbu nomlarning rivojlanishi ko'plab madaniy va tarixiy omillar bilan bog'liq bo'lib, ijtimoiy tendentsiyalar, san'at va adabiyotdagi yangiliklar orqali aks ettiriladi.

Masalan, mashhur shaxslar yoki madaniy hodisalar nomlarning paydo bo'lishiga ta'sir ko'rsatishi mumkin. Natijada, fransuz antroponimlari nafaqat shaxsiy identifikatsiya vositasi, balki madaniy meros va ijtimoiy o'zgarishlarni aks ettiruvchi muhim element sifatida ham xizmat qiladi.

Fransuz nomlari fransuz xalqining xilma-xil lingvistik merosini aks ettiruvchi keng ko'lamli etimologik xususiyatlarni namoyish etadi. Fransuz antroponimlarini tashkil etuvchi asosiy elementlardan biri bu ismni olgan shaxs bilan bog'liq ma'no yoki xususiyatlarni bildiruvchi prefiks va qo'shimchalardan foydalanishdir. Masalan, Saint-Etienne yoki Saint-Luis kabi nomlardagi "Saint-" prefiksi ma'lum bir avliyo yoki diniy shaxs bilan aloqani ko'rsatadigan nasroniy ta'sirini aks ettiradi.

Prefikslar va qo'shimchalardan tashqari, fransuz nomlari ko'pincha lotin, nemis, kelt va boshqa tillardan olingan nomlarni o'z ichiga oladi, ular asrlar davomida fransuz leksikasiga ta'sir ko'rsatgan.

Antroponimlar yoki shaxs ismlari shaxsning o'ziga xosligi va madaniy merosini aniqlashda muhim rol o'ynaydi. Boy tarix va xilma-xil ta'sirlar bilan fransuz antroponimlari asrlar davomida mamlakatning lingvistik evolyutsiyasi va madaniy o'zaro ta'sirini aks ettiruvchi ajoyib etimologik xususiyatlarni namoyish etadi.

Fransuz nomlash an'anasi kelt, lotin, german va frank ildizlarining aralashmasidan kelib chiqadi, natijada shaxsiy ismlarning xilma-xil va murakkab manzarasi paydo bo'ladi.

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Keling, fransuz antroponimlarini tavsiflovchi ba'zi asosiy etimologik xususiyatlarni batafsil ko'rib chiqaylik:

1. Keltlar ta'siri:

Hozirgi Fransiya yashagan qadimgi kelt qabilalari shaxsiy ismlar shaklida meros qoldirgan. Ko'pgina fransuz antroponimlari keltlardan kelib chiqqan bo'lib, Gvendal va Morgan kabi nomlarda "gwenn" (oq, adolatli) va "mor" (dengiz) kabi elementlar mavjud. [4]

2. Lotin merosi:

Rim imperiyasining tili sifatida lotin tili fransuz tilini va nomlash qoidalarini sezilarli darajada shakllantirdi. Ko'pgina fransuz antroponimlari lotincha ildizlarga ega bo'lib, Laurent, Victoire va Lucie kabi ismlar laurus (laurel), victoria (g'alaba) va lyuks (yorug'lik) kabi lotin so'zlaridan olingan. [4]

3. German va franklar ta'siri:

Fransiya tarixida german qabilalari, xususan, franklar hal qiluvchi rol o'ynagan. Bu ta'sir Robert, Mathilde va Eric kabi ismlarda ko'rinib turganidek, "bert" (yorqin), "hild" (jang) va "ric" (kuch) kabi germancha elementlarni o'z ichiga olgan fransuz antroponimlarida yaqqol namoyon bo'ladi. [4]

4. Xristian dini an'analari:

Avliyolar – ma'naviy yuksalishlari bilan ajralib turadigan, shaxsiy xususiyatlari yoki xulq-atvori bilan dindorlarga hayot namunasi sifatida ko'rsatilgan, turli dinlar tomonidan ibratli sanalgan kishilardir [7].

Bugungi kunda katolik cherkovida 7000 ga yaqin azizlar bor. Katolik cherkoviga ko'ra, muqaddaslik Xudo va inson o'rtasidagi ittifoqdir va "mo'jiza muqaddaslikni tasdiqlash uchun emas, balki Xudo bilan yaqinlikni tasdiqlash uchun kerak". Ular 11-asrdan Rim papasi tomonidan kanonizatsiya qilingan [5]. Avliyolarning ismlari teologik antroponimlarning asosiy bo'g'ini hisoblanadi. Marie, Jean va Pierre kabi ismlar Marie, Jean va Saint-Pierre kabilarga ishora qilib, bu an'anani aks ettiradi. [4]

5. Mintaqaviy o'zgarishlar:

Fransiyaning turli mintaqaviy madaniyatlari fransuz antroponimlarining boy gobeleniga hissa qo'shadi. Ismlar mahalliy dialektlar va tarixiy ta'sirlarni aks ettiruvchi mintaqaga qarab farq qilishi mumkin. Misol uchun, Lotaringiyadagi Lothar kabi nomlar mintaqaviy o'ziga xoslikni ko'rsatadi.

6. Evolyutsiya va moslashish:

Fransuz antroponimlari vaqt o'tishi bilan rivojlangan, yangi nomlar paydo bo'lgan va eskilari urfdan chiqib ketgan. Zamonaviy fransuz nomlari mashhur madaniyat, adabiyot yoki global tendentsiyalardan ilhom olishi mumkin, bu nomlash amaliyotining dinamik xususiyatini aks ettiradi. [4]

Fransuz antroponimlari Fransiyaning tarixiy, lingvistik va madaniy merosining ajoyib aksidir. Shaxs ismlarining etimologik xususiyatlarini o'rganish orqali biz asrlar davomida fransuz nomlash an'alarini shakllantirgan ta'sirlarni tushunamiz. Keltlar ildizlaridan tortib xristian an'alarigacha har bir element fransuz antroponimlarining boyligi va xilma-xilligiga hissa qo'shadi, ularni mamlakat madaniy o'ziga xosligining ajralmas qismiga aylantiradi.

Foydalanilgan adabiyotlar ro'yxati:

- [1]. Суперанская А.В. *Общая теория имени собственного*. - Москва: Наука, 1973. — 366 с.
- [2]. Sindarov F. *Expression Of Human Appearance In Phraseological Units With Zoonym Component*// *Science and innovation*, 2022. P.1070-1074.
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- [4]. https://fr.wikipedia.org/wiki/Wikip%C3%A9dia:Accueil_principal

KOREYS VA O'ZBEK TILLARIDA METAFORIK MA'NONING VUJUDGA KELISHI

Sh.K.Eshimova¹

Annotatsiya:

Inson olloh tomonidan berilgan sezgilari orqali umri davomida turli his-tuyg'ularni yashab turli hodisalarni boshidan o'tkazib, uni tushungan holda dunyoni anglaydi. Natijada uni tilda ifodalashda turli vositalardan foydalaniladi. Bu tilda metafora, metonimiya, ko'p ma'nolilik va frazeologik iboralar tarzida namoyon bo'ladi. Ushbu maqolada his-tuyg'u belgilari, ularning ta'riflari va ular bilan bog'liq so'zlarga misollar keltirib o'tilgan.

Kalit so'zlar: lingvistik ong, metaforik ma'no, aforizm.

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Insonning yashashiga va qanday harakat qilishiga qarab beshta sezgi bor. Har qanday atrofimizni o'rab turgan olamdagi ekologik hodisalar avvalo hislar orqali idrok qilinadi (inson uni ko'radi, eshitadi, his qiladi), keyin uni mantiqiy tushunadi, shundan so'ng uning tasnifi amalga oshiriladi. Ushbu besh parametr holati tahlilidan inson va uning atrofidagilarning taqdiri hal bo'ladi. Hislarning semantik maydoni – bu o'zbek va koreys tillarida eng keng tarqalgan sohalardan biridir. Ehtimol bu insonning beshta sensorli tizimi orqali qabul qilingan subyektiv tajribasiga asoslangan ma'lumotlar bilan izohlanadi.

Eng ahamiyatlisi, ong egasi nuqtai nazaridan, “haqiqiy hayotdan olinganlar” shu jumladan ko'rish, eshitish, his qilish, ta'm bilish va hid bilish tilda mujassamlashib nafaqat bir shaxs balki milliy madaniyatning mulkiga aylanadi. Aytilganlarni tasdiqlashda turli madaniyatlarda (bizning vaziyatda koreys va o'zbek) lingvistik ong tomonidan sezgilarning turlicha talqin qilinishini ko'rsatadigan ba'zi faktlarni keltirib o'tamiz. Milliy tafakkur xususiyatlari, moddiy madaniyatning tabiiy farqlari va o'ziga xosligi, natijada u yoki bu kontseptning eng tipik prototiplarini bir xil tanlashdagi farqlar sabablidir. Shunday qilib, o'zbeklar uchun oq rang poklik ramzidir, koreyslar uchun bu rang ikki tomonlama bo'lib, u ham poklikni anglatadi (koreyslarning to'y libosi an'anaviy ravishda oq rangda), ham o'lim belgisini ifodalaydi (Koreyadagi motam kiyimlari oq rangda bo'lishi ajablanarli emas). Koreyada qizil rang qirolik bilan bog'liq: feodal davlat davrida imperator va uning atrofidagilarning kiyimi qizil rangda bo'lgan, hozir bu rang umid, orzu va g'alabani ifodalaydi (qarang H.C. <http://blog.naver.com...>). Bizda qizil rang deganda avvalo ko'z oldimizga tomirlarimizda oqayotgan qon keladi, bu jo'shqinlik tiriklik, quvvat va energiyani ifodalaydi. Demak, shoshilish va tezlikning ma'nosini keltirib chiqargani uchun ham ko'pincha taqiqllovchi belgilar qizil rangda ifodalanib keladi.

His-tuyg'u ifodalarini ko'rib chiqishdan oldin his-tuyg'u iboralari haqida avvalo aytib o'tish joiz. His-tuyg'u – bu insonning tuyg'usi deb aytish mumkin. 기쁨- quvonch, 분노-g'azab, 슬픔-qayg'u, 즐거움-zavq, 사랑-sevgi, 싫어함-nafrat, 무서움-qo'rquv kabi tuyg'u ifodalari mavjud. Biz tez-tez foydalanadigan his-tuyg'ularni quyidagicha bo'lib chiqdik.

His-tuyg'u belgilari	Ta'riflari	Bog'liq so'zlar
기쁨 xursandchilik	Talab qondirilgandagi qoniqqanlik hissi	Hayajonli, ta'sirchan, minnatdor, ilhomlantiruvchi, quvonchli, klassik, hayratlanarli, yengil, baxtli,

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		ko'zni yoshlantiruvchi, mustahkam, qoniqarli, yumshoq, xursand, to'la, yangi, yaxshi, o'tkir, yoqimli, xursand, muloyim, qulay
노여움 xafalik	Xafa, g'amgin va g'azab hissi	Beshafqat, og'riqli, boshog'riq, yoqimsiz, kayfiyat buzuvchi, qaynoq, yomon, g'azablangan, taxir, haqoratli, qo'rqinchli, sotqinlik, uyalish, shikoyat, jahl
슬픔 g'amginlik	G'amgin ko'ngil yoki his	Yurakni ezuvchi, tashvishli, charchagan, yolg'iz, qo'rquvga tushgan, bo'sh, qiynalgan, qayg'uli, zerikarli, xavotirli, kayfiyati yomon, tushkun, qalbi og'irlashgan, o'zini yo'qotgan, yumshoq, quyuq, uyalgan, bechora, bezovta, noqulay
즐거움 zavq	Zavqli his yoki qalb	Yengil, oson, quvnoq, sokin, yaxshi kayfiyatli, yorqin, energiyali, yorug', toza, tetik, ishonchli, zavqli, yoqimli, o'ziga ishongan, qulay
사랑 sevgi	Biror kishiga yoki birir narsani juda ayab qadrlil hisoblash va shunga o'xshash narsa	Shirin, minnatdor, sog'ingan, samimiy, iliq, ajoyib, zich, sevimli, yumshoqko'ngil, sof, olovli, ishtiyoqli, tanish, muloyim, yoqimli, tutagan, qoniqarli
미움 nafrat	Nafratlanadigan ish yoki nafratlanadigan ko'ngil	Og'riqli, qiyin, ko'ngil aynitadigan, jonga tegadigan, bezovta, dahshatli, sovuq, mehrsiz, yomon, bosimli, g'amgin, yomon ko'radigan, yoqtirmaydigan, etni junjiktiruvchi, hissiz, adolatsiz, norozi
바라다 Tilamoq	O'ylaganimizdek yoki tilaganimizdek biror ish yoki holatning amalga oshishi yoki shunday bo'ladi deb o'ylash	Jiddiy, sog'inchli, umidli, tilaydigan, istakli, faol. bezovta, qiziquvchan, pushaymon

Yuqoridagi jadvalda kayfiyatga asoslangan his-tuyg'ularning tasnifi keltirilgan, bundanda murakkabroq hissiyotlar ham mavjud. Misol uchun, 긴장-hayajon, 부끄러움-uyat, 두려움-qo'rquv kabilar. Shu bilan bir qatorda ijobiy va salbiy his-tuyg'ularga asoslanib insonning hissiy holatini baholash va u haqida qaror chiqarish mumkin. Insonlar haqiqiy hayotda bir-biriga duch kelganda boshqa kishining yuz ifodasi yoki reaksiyalari orqali

suhbatdoshining tuyg'ularini his qilish mumkin lekin yozuvli matnda faqat muallifning tavsifi orqali bilish mumkin.

Emotsional metaforik ifodalarni kontseptual metaforalarda tasniflash

Kontseptual metafora usuli	Hissiy metafora ifodasi
Tizimli metafora	Tabiiy hodisalar, rang
Yo'naltirilgan metafora	Yuqori va past, oldin va keyin
Ontologik metafora	Hayot shakli, fiziologik ifodalar, jasorat, hatti-harakat

Koreys tilidagi “기쁨-shodlik” metaforasining kontseptual ko'rinishi

Manba maydoni	“기쁨-shodlik”ning metaforik ifodasi
기쁨은 그릇 속의 액체 - shodlik kosa ichidagi suyuqlikdir	shodlik to'lib-toshmoq, shodlik o'rab olmoq, shodlik aylanmoq, shodlikka to'lmoq, shodlikka to'la, shodlikka bekilib qolmoq, shodlikka cho'mmoq, shodlik ko'tarilmoq, shodlik qaynamoq, shodlik yuksalmoq, shodlik to'lib oqmoq
기쁨은 적이다-shodlik yovdir	Shodlikni bosmoq, shodlikka berilmoq, quvonchni yengolmaslik, shodlikka berilmoq
기쁨은 물건이다-shodlik narsadir	Kichik shodlik, shodlikdan mahrum bo'lmoq, shodligi katta, shodlik sotib olmoq, quvonch olmoq, shodlik bermok, shodlik chulg'ab olmoq, shod bo'lmoq, shodlikni bo'lishmoq, shodlik sovg'a qilmoq, shodlik olib bermok, shodlikni yashirmok, shodlik izlamoq, shodlikni yo'qotmoq
기쁨은 식물이다-shodlik o'simlikdir	Shodlik nihol, shodlik gul ochmoq, shodlik o'smoq, shodlik so'lmoq, shodlik kurtak yozmoq, shodlik guldek
기쁨은 음식물, 또는 술이다-shodlik ozuqa, yana ichimlikdir	Shodlikni totmoq, shodlikni hazm qilmoq, shodlikdan mast bo'lmoq
기쁨은 강물, 바닷물이다-shodlik daryo suvi, dengiz suvidir	Shodlik aylanmoq, shodlik bilan to'lqinlanmoq
기쁨은 폭풍우이다-shodlik to'fon va jaladir	Shodlik to'foni yopirilib kelmoq, shodlikka chulg'anmoq, shodlikka botmoq
기쁨은 불이다-shodlik olovdir	Gulxandek yonib ko'tarilayotgan shodlik, shodlikdan shishmoq, shodlik uchqunlanmoq, quvonchdan porlamoq, shodlik gullamoq, shodlik so'nmoq
기쁨은 실이다-shodlik rishtadir	Quvonch keltirmok
기쁨은 풍선이다-shodlik rezina shardir	Shardek, shodlikka to'lmoq, osmonga uchmoq, quvonchdan semirmok

Yuqorida ko'rganimizdek, “기쁨-shodlik” ning maqsadli maydoni 10 ta manba maydoni sifatida kontseptsiyalangan: “idishdagi suyuqlik, dushman, narsa, o'simlik, ovqat, aroq, daryo suvi, dengiz suvi, to'fon, olov, rishta, rezina shar”. Ular orasidan “narsa, idishdagi suyuqlik” kabilar kundalik tajribalarimizda ko'p uchraydigan “기쁨-shodlik”ning manba maydoni sifatida namoyon bo'ladi. Yuqorida keltirib o'tilgan misollarga nazar tashlasak o'zbek va koreys tillaridagi hissiy metaforik ifodalarda juda ko'p o'xshashlik va farqlar mavjudligini ko'rish mumkin. Ikkala tildagi metaforik kontseptualizatsiya jihatlariga razm soladigan bo'lsak, aksariyati idish, yo'nalish, haqiqiy narsalar, tabiiy muhit kabilar orqali metafora

kontseptuallashtiriladi, mavhum his-tuyg'ular yanada osonroq aniqlanadi. Jismoniy harakatlar orqali hislarni metaforik ifodalash holatlari ham mavjud. Aksincha, koreys tilida hissiy metaforalar mantiqiy fikrlash va konkret faktlar yordamida mavhum tushunchalarni tahlil qilib, Im Chi Ryong (2006) jismoniy harakatlarni metonimik ifodalar sifatida tasnifladi.

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O'ZBEK VA INGLIZ YOZUVCHILARI O'TKIR HOSHIMOV VA JON GOLSUORSINING "GUMANIZM" KONSEPTI ASOSIDAGI ADABIY ASARLARINI LINGVOSEMANTIK TIPOLOGIK TAHLILI

D. Giyasova ¹

Annotatsiya:

Ushbu maqolada ingliz va o'zbek madaniyatlaridagi "gumanizm" tushunchasi tahlil qilinadi, uning adabiy ma'nolarini qiyoslashdan boshlab. Oksford Kengaytirilgan Amerika lug'atidan olingan inglizcha ta'rifda aql va insonning o'ziga xos ezguligi ta'kidlangan bo'lsa, o'zbekcha ta'rifda esa o'z vataniga muhabbat kabi insonparvarlik fazilatlariga e'tibor qaratilgan. Bu Vilgelm fon Gumboldtning tillardagi individuallik va an'anaviy bir xillik haqidagi kuzatishlariga mos keladi.

Kalit so'zlar: gumanizm, lingvosemantik, tipologik, tahlil.

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Lingvokulturologiya uzoq vaqtdan beri tilshunoslarning e'tiborini tortmoqda. Shu bois, bu sohada rus olimlarining salmoqli tadqiqot ishlari mavjud. Ilmiy fan sifatida lingvokulturologiya fani haqida birinchi eslatmalarni M.M. Pokrovskiy, G.V. Stepanova, D.S. Lixachev va Yu.M. Buni Lotman asarlarida ko'rishimiz mumkin. Masalan, S.G. Vorkachev, Rus tilining ongida baxt tushunchasi: lingvistik va madaniy tahlil tajribasi., Krasnodar, 2002.; S.G. Vorkachev, Baxt lingvistik va madaniy tushuncha sifatida., M., 2004.; S.A. Malaxova, rus va ingliz tillari madaniyatidagi "g'urur" va "uyat" shaxsiy-emotsional tushunchalari;

O'zbek tilshunosligida tilshunoslik va madaniyatshunoslik sohasida ham qator ishlar amalga oshirilmoqda. Jumladan, A. Nurmonovning "O'zbek tilida tilshunoslik va madaniyatshunoslik yo'nalishi", N. Mahmudovning "Til o'rganishning mukammal yo'llarini izlashda", "Tilshunoslik va madaniyatshunoslik fanining ilmiy asoslariga oid ba'zi mulohazalar", "Tilshunoslik va madaniyatshunoslik fanining o'zbek tilini o'rganish yo'nalishi" kabi maqolalari. Sayidrahimovanning "Tilshunoslik va madaniyatshunoslik tarkibiy qismlari", D. Xudoyberganova, maqola va monografiyalarning "matnni antropotsentrik tadqiq etish"ini bu borada olib borilgan tadqiqot fakti sifatida qayd etishimiz mumkin. Bu asarlarda tilshunoslik va madaniyatshunoslikning mohiyati, predmeti va ob'ektlari o'rganiladi. Ammo shunga qaramay, bu sohada barcha jabhalarda ishlar olib borildi, deb bo'lmaydi.

Nazariy asoslardan biri bu strukturaviy semantika bo'lib, so'zlarning ichki tuzilishi va ularning tarkibiy qismlari ma'noga qanday hissa qo'shishiga qaratilgan yondashuv. Morfologiya va sintaksis so'zning ma'nosi uning shaklidan qanday kelib chiqishini tushunishda hal qiluvchi rol o'ynaydi. Yana bir asos semantik maydon nazariyasi bo'lib, u ko'pincha ma'noda bog'langan va semantik maydonlar yoki tarmoqlarni tashkil etuvchi so'zlarga qaratilgan. Semantik sohadagi so'zlar o'rtasidagi munosabatlarni tushunish bizga ma'noni tushunishga yordam beradi. Ushbu maqola ikki xil madaniyatdagi "gumanizm" tushunchasini tahlil qilishga bag'ishlangan.

Tahlil qilish uchun, avvalo, "Humanizm" so'zining ingliz va o'zbek tillaridagi adabiy ma'nosini solishtirmoqchimiz. "Oxford Advanced American Dictionary" quyidagi ta'rifni beradi: "inson muammolarini aql yordamida hal qilish diniy e'tiqodlardan muhimroq deb

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hisoblaydigan fikrlash tizimi. Bu insonning asosiy tabiati yaxshi ekanligiga urg'u beradi". O'zbek tili lug'atida "insonparvar shaxsga xos xususiyat, xatti-harakat" deb ta'rif berilgan. Yurtiga vataniga muhabbat, insonparvarlik tuyg'ulari xalqimizning singib ketgan azaliy mahsulotidir. Gazetadan. Ilg'or fikrli kishilar Qadim zamonlardan beri insonparvarlikni kuylab keldilar. Gazetadan" ma'nosi: "insonparvar insonga bog'liq xarakter va xulq-atvor. Vatanga muhabbat, insonparvarlik tuyg'usi xalqimiz qon-qoniga singib ketgan azaliy xislatdir. Gazetadan. Qadim zamonlardan taraqqiyparvar insonlar. Gumanizm haqida kuylangan bu ikki ta'rif o'zbek tilida "Gumanizm" so'zining semantik ma'nosini aniq tushunib beradi, ingliz tilida esa insoniy muammolarni hal etishni nazarda tutadi Bu esa V. fon Gumboldtning "Har bir tilda individuallik tafovutlar birligidir" degan fikrini isbotlaydi. Avvalo, individuallik har bir tilning boshqalardan farq qilishi va shu bilan birga shartli bir xillikni namoyon qilishidan iborat.

Gumanizmda insonning qadr-qimmatiga, ularning farovonligiga, o'sish va amalga oshirish imkoniyatlariga e'tibor qaratiladi. Keling, asarlarni shu mazmunda tahlil qilaylik. Ingliz va o'zbek madaniyatining muhim jihatlaridan biri bu o'zaro hurmatdir. Qahramonlar odobli til va imo-ishoralar yordamida bir-biriga hurmat va xushmuomalalik bilan murojaat qiladilar. Chunonchi, Sherzod xonaga kirgach, direktor bilan "Marxamat, kiravering" deb ehtirom bilan qarshi oladi [b. 12] – ("Xush kelibsiz, kiring"), bu kattalarni hurmat qilish va boshqalarning his-tuyg'ularini hisobga olish hissini ko'rsatadi. Yana bir misol, Sherzod kasalxonada nonushta paytida koridordan xonaga almashtirilgan keksa odamni uchratadi. Sherzod "Tuzukmisiz, ota?" ("O'zingizni yaxshi his qilyapsizmi, ota?") [29-bet], boshqa odamga hurmat va hamdardlik ko'rsatish.

Hurmat bilan muloqotni Jon Galsvortining "Mulkdor" asarida turli o'zaro ta'sirlar va xushmuomalalik va e'tibor ifodalari orqali kuzatish mumkin. Misol uchun, Jyun o'z sevgilisini dugonasi Irene bilan tanishtiradi: "Iltimos, yaxshi do'st bo'ling, ikkovingiz!" Bu ikkala ishtirokchiga nisbatan xushmuomala va hurmatli munosabatni ko'rsatadi. Irenning turmush o'rtog'i Soames Forsayt indamay paydo bo'lib, o'zini tanishtirishni so'raganda, u xushmuomalalik bilan va bezovtalanmasdan shunday qiladi: "Oh! meni ham tanishtiring!" Bu ijtimoiy o'zaro munosabatlarga hurmat bilan yondashishni ko'rsatadi, u erda suhbatga qo'shilish uchun mos vaqtni kutadi. Jeyms qizining Ann xolaga unashtirilgani haqida o'z fikrlarini bildiradi. Xavotirga qaramay, u unga hurmat bilan murojaat qiladi va uni suhbatga jalb qiladi: "Qiziq, Jolyon bu unashtirishga ruxsat berdi", dedi u Ann xolaga. Bu oilaviy masalalarni muhokama qilishda ehtiyotkorlik va puxta o'ylanganlikdan dalolat beradi. Ann xola kamdan-kam gapirsa ham, Jeymsning tashvishlariga mazmunli nigoh bilan javob beradi. Bu jimgina e'tirof hurmatli muloqot shaklini ko'rsatadi, bu erda tushunish va kelishuvni etkazish uchun so'zlar kerak bo'lmasligi mumkin.

Umuman olganda, ikkala holatda ham hurmat ila o'zaro munosabatlar personajlar o'rtasida hurmat va xushmuomalalik ohangini namoyon qiladi, bu ijtimoiy o'zaro munosabatlar va muloqotga ehtiyotkorlik bilan yondashishni aks ettiradi.

Boshqalarning farovonligi haqida qayg'urish ham insonparvarlikning bir jihatidir. Bunda biz Sherzodning kasal odamga qayg'urayotganini ko'rishimiz mumkin. U shifokorlar ularga sayr qilishga ruxsat berganini bilgach, o'zlarini yaxshi his qilyaptimi, deb so'raydi va minnatdorchilik bildiradi. Bu boshqalarning sog'lig'i va farovonligi uchun insonparvarlik g'amxo'rlikni ko'rsatadi. Sherzod rejissyorning sog'lig'i haqida qayg'urganda "Jigari kasal bo'lsa kerak" (jigarlari og'riyotgandir) [b. 12]. Yoki "Xozir yo'lakdagi cholning yo'talishi yonidagi karavot bush yotganini yana bir bor esiga soldi-yu, chidab turolmadi", [9-bet]. Bu iboralar boshqalarning jismoniy farovonligi uchun gumanistik g'amxo'rlikni ko'rsatadi. Qahramonga bo'sh yotoq bilan xotirani qo'zg'atadigan yo'tal ovozi ta'sir qiladi. Qahramonning keksa odamning yo'tali va yonidagi bo'sh karavotga munosabati uning qayg'usi qanchalik chuqurligini ko'rsatadi. Mana, "Mulkdor"ning "Timotiyda tushdan keyin"

VII bobidan bir misol: “Keyin kichkina xonim barmoqlarini burab, “ayanchli xotirjamlik” bilan atrofga tikilib, so‘radi: “Aziz Jyun siz qanday?”

Chol Jo‘lyonning qattiqqo‘l ko‘zlaridan hazil chaqnadi. G‘alati kampir, July! Hech kim uni noto‘g‘ri gapirgani uchun yoqtirmaydi!

Insonparvarlik insonning qadr-qimmatini, ularning farovonligini va rivojlanish salohiyatini birinchi o‘ringa qo‘yadi. Ingliz va o‘zbek madaniyatining muhim jihati bo‘lgan hurmat ila o‘zaro munosabat adabiyotlarda yaqqol namoyon bo‘ladi. O‘zbek madaniyatida Sherzodning shifoxonadagi o‘zaro munosabati hurmat va hamdardlikni namoyon etadi, bu uning xushmuomalalik bilan salomlashishi va boshqalarning sog‘lig‘i haqida qayg‘urishida ko‘rinadi. Jon Galsvortining "Mulkdor" asarida hurmatli muloqot xushmuomalalik bilan tanishtirish va oilaviy munozaralar orqali namoyon bo‘ladi.

Umuman olganda, har ikkala madaniyatda ham hurmat ila o‘zaro munosabatlar va boshqalarning farovonligi uchun g‘amxo‘rlik ularning ijtimoiy o‘zaro ta‘siri va muloqotiga singib ketgan insonparvarlik qadriyatlarini ko‘rsatadi.

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ИНТЕРМАТНЛИК ЯРАТИШ УСУЛЛАРИ: АЛЛЮЗИВ ОНИМЛАР ВА КИНОЯ*S. Hasanov¹**Аннотация:*

Бадиий матнни ўрганишга интерматнли ёндашув матн билан маданиятнинг бирлашган нуқталарини ёритиш имконини яратади: маданият хоссаси сифатида матн унинг узвий қисми бўлиб, ўзида олдинги ва ҳозирги маданий макон тажрибаларини жамлайди. Бундан ташқари, бадиий матн интерматнли алоқаларини аниқлаш унинг мазмун-моҳиятини очишга имкон бериб, бу ўз навбатида киноявий контекстларнинг структураси ва семантикасини ўрганишда муҳим аҳамият касб этади.

Калит сўзлар: intertextuality, intercultural relations, allusion.

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XX – XXI асрларда маданиятлараро алоқаларнинг фаоллашуви ва кенгайиши билан боғлиқ ҳолда матн тадқиқи янгича қирралар касб эта бошлади. Матнни ўрганиш муаммолари матннинг умуммаданий, тарихий, ассоциатив алоқаларни акс эттирувчи бошқа матнлар билан ўзаро алоқаларини яратиш хусусияти сифатида интерматнлик, диалогик ўзаро таъсир нуқтаи назаридан ўрганила бошландики, бу тилнинг турли замон сатҳларида матнларнинг ўзаро бир-бирига сингиши тўғрисида сўз юритиш имконини беради (бирламчи, иккиламчи матн, намунали андозавий матн). Тадқиқотчиларнинг интерматнликка қизиқиши аввало тил соҳиби сифатида шахснинг катта миқдордаги иккиламчи асарлар ўраб турганлиги билан боғлиқ. Ушбу иккиламчи ахборот аллюзиялар воситасида ҳам яратилади. Адабиётшуносликда аллюзия деб, умуммаълум ҳодиса, сюжет ва жумлага ҳаволага, ишорага айтилади. Аллюзия ёрдамида муаллифлар ўз асарларини янги маъно-мазмунлар билан бойитадилар, мифология, тарих, адабиёт ва фалсафани қайта англайдилар ҳамда ўтимш билан мунозарага киришадилар. “Аллюзия” латинча *allusidere* сўзидан ҳосил қилинган бўлиб, уни “ҳазил ишора” сифатида таржима қилиш мумкин. Интерматнлик адабиёт мавжудлигининг шаклидир. Мулоқот жараёнида матн талқинининг фаол иштирокчиси ўқувчи ҳисбланади. Асар маъно-мазмунини тушуниш унинг ҳаётий, маданий ва тарихий тажрибалари туфайли юз беради. Идрок этилаётган асар таъсирида ўқувчи ўзини ўраб турган оламни янгича қиёфада кўра бошлайди. Матн тушунилмай қолмаслиги ёки юзаки, қисман тушунилмаслиги учун ўқувчи юқори даражада билимдон бўлиши лозим ва интерматнда яширилган зарурий маълумотни топа олиши шарт. Аллюзия вербал восита бўлиб, унинг ёрдамида муаллиф ўзининг ғояларини ихчам ва қисқа шаклда ифодалаш учун уларни муайян қобиққа ўраши лозим. Ўқувчининг вазифаси – матндаги шу қобиқни кўра олиш ва унга яширилган маълумотни кашф қила олишдир.

Интерматнликни матн доирасида у ёки бу лисоний маркерлар воситасида матн доирасида воқеланувчи категория деб ҳисоблаш мумкин. Тадқиқотчилар интерматнликнинг турли белгиларини алоҳида ажратадилар: иқтибос, ўзлашма нутқ, ҳавола, референция, аллюзия кабилар. Шулар жумласига аллюзив топонимлар – географик номлар, тил соҳиби томонидан идрок этилиш ва унинг когнитив ҳамда миллий олам манзарасида сақланиш жараёни билан боғлиқ тарихий ва маданий хусусиятли лисоний бирликлар ҳисобланади. Топоним маълум бир халқнинг маданий

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хотирасини сақлаш ва узатиш воситасидир. Бадиий асарда ҳамма элементлар муаллифнинг ғоявий мақсадига бўйсундирилган бўлиб, унинг амалда воқеланиши тасодифий деталлар юзага келтириши мумкин бўлган ахборотий чалкашликларни кўзда тутмайди. Бадиий асар топонимикаси асар хронотопидаги макон тушунчасининг узвий қисми ҳисобланади. Постмодернистик асарда топонимик номлар ўзлари воқелантирадиган матндан ташқи маълумотлар туфайли муаллиф билан ўқувчи ўртасидаги интеллектуал ўйиннинг бир қисмига айлана олади.

Э.М.Левинанинг таъкидлашича, топонимлар у ёки бу миллий уюшманинг қадриятлари, стереотиплари, маданиятини акс эттирувчи миллий хусусиятли белгилар сифатида ҳақиқий когнитив маконни қуриш воситасидир. Интерматнга нисбатан қўлланганда, айтиш лозимки, контекст доирасида топоним ишлатилганида ўқувчи онгида ассоциатив алоқалар юзага келади ва улар маъно сатҳида жамланиб, нафақат номловчи, балки хабар берувчи, таъсир қилувчи ва баҳоловчи вазифаларни бажаради. Топоним макон-замон лисоний муҳити доирасида воқеланади ва матнни объектив борлиқ билан ўзаро боғлайди. Бунда улар ҳам ўз маъносида, ҳам кўчма маънода қўлланилиши мумкин, моҳиятан олганда, маънонинг метонимик кўчиши юз беради. Шу тарзда топонимлар рамзлар ролини бажаради.

Тадқиқотимизда топонимларнинг уч семантик сатҳини алоҳида ажратишни таклиф этамиз: 1) аниқ объект/воқелик ҳодисасига мансуб топоним, 2) келиб чиқиш билан боғлиқ ва тарихий ҳамда мифологик топонимлар, 3) ассоциатив топонимлар. Иккинчи ва учинчи сатҳлар объектив маконнинг ўзига хослигини этник, ҳудудий, мифологик, маданий-тарихий, миллий алоқаларни ҳисобга олган ҳолда намоён қилади.

Таҳлил қилинаётган асар контекстида маданий-тарихий хронотоп бу ўзаги асар қурилишининг таркибий қисмлари сифатидаги замон ва макон категориялари бўлган майдондир. Баҳодир Қобул ўзининг “Тановор” асарида сув йўли, темир йўл, шамол йўли каби хронотоплардан маҳорат билан фойдаланганига гувоҳ бўламиз. Ушбу хронотоп воситалари Жиззахнинг қадимий, шонли ва қонли тарихини, шу эл учун қадрли ва қимматли манзилларни, миллий-маданий аҳамиятли жойларни, Жиззах қўзғолони билан боғлиқ тарихий-маданий хотираларни тасвирлашга хизмат қилади. Ҳеч шубҳасиз, барча лисоний воситалар мадиний-тарихий маълумотларни ифодалашнинг ўзига хос маркерларидир:

“Иссиқ-совуқнинг даммини, тўртта ёмғирнинг намини, бир парча булутнинг ғамини кўтаролмай, бўлар-бўлмасга ҳовлиқиб, хишмаланиб, оғзи кўпириб келадиган довдир сел Аймоқ қалъасида Македония подшоси Файлакуснинг ўғли Искандардан қолган манжаниқнинг бутни айириб қўйнига солгандаям, Чингизхон Сартюзи кўрғонига узунасига экиб кетган учи айри сихнайзаларни тун қоронғусида занг-панги билан кураклари орасига қарсиллатиб қадаганидаям, Қутайба Новқа Ота чиннихонасини кўксини чил-чил қилиб, исқотига тортилган чироқ синиқларни сидириб, куппа-кундуз кўзларига қуйгандаям бунчалик бунчалик хўрланмаганди...”

Асарнинг ономастик макони ҳам тарихий маълумотларни ўқувчи онгида қайта гавдалантириш вазифасини бажаради. Масалан, юқорида келтирилган парчада биз сел (сув йўли) хронотопик воситаси ёрдамида муаллифнинг китобхонга шу ўлка тарих давомида бошидан кечирган воқеаларга аллюзив онимлар: антропоним ва топонимлар билан ишоралар билан мурожаат қилади: антропоним тарихий номлар – Файлакус, Искандар, Қутайба, Чингизхон; топоним тарихий номлар – Аймоқ қалъа, Новқа Ота чиннихонаси, Сартюзи кўрғони.

Топонимлар маълум фактларга оид маълумотларга нисбатан янада мазмунлироқ бўлади, чунки азалдан жой, манзилнинг номини муайян шахс ёки ҳодисага боғлаш анъанаси мавжуддир. Шу сабабли ҳар бир географик ном ортида миллатнинг тарихи, анъаналари, турмуш тарзи, муаллиф таассуротлари ётади.”Тановор” асари матнида

аниқланган топонимларни биз қуйидаги мавзувий гуруҳларга ажратишни маъқул топдик:

1. Хоронимлар (бирор бир ҳудуд, вилоят, туман номи): Самарқанд, Жиззах, Андижон, Туркистон, Туркия, Россия, Сибир, Британия, Жанубий Африка, Ҳиндистон, Жануб, Ғарб, Шарқ;
2. Гидронимлар (сув объектлари номи): Каттасой, Жум-жумсой, Санглоқ, Кўжар, Сангзор, Қили, Арнасой, Тузкон, Айдарқўл, Туятортар, Совуқбулоқ, Зарафшон, Сирдарё ва бошқалар;
3. Астионимлар (шаҳарлар номи): Тошкент, Жиззах шаҳри, Санкт-Петербург, Москва кабилар;
4. Оронимлар (макон рельефи билан боғлиқ тоғ, қир, адир, тепаликлар номи): Ойқор, Шунқор, Қароқчитоғ, Ғўбдин, Каттатоғ, Танги қири, Чонғи қири, Ўртабаланд қири, Дунётепа;
5. Ойконимлар (аҳоли яшаш жойлари номи): миллатнинг тарихий, диний, маданий маконлари – Ўснат Ота, Новқа Ота, Боғмозор Ота, Авлиё Ота, Темир Қопқа, Илонўтти; русларнинг мустамлакачилик сиёсати натижаси ўлароқ юзага келган ва Жиззах қўзғолони воқеалари билан боғлиқ манзиллар – Боғдон, Сангзор вулуслари, Большой Михайловка, Милютинский, Куропаткино, Ломакино, Урсатовск, Обручево ва бошқалар;
6. Урбонимлар (шаҳар ичидаги топографик объектлар): Жиззах Ўрдаси, бозор, кўчалар.

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사마르칸트 국립 외국어대학교 한국어학과에서 '국가 연구' 과목을 가르치며 얻은 고찰

이영만¹

초록:

이 글은 대한민국의 경제, 역사, 지리 및 문화와 관련된 중요한 정보를 제공합니다. 또한, 한국 문화와 관련된 관용 표현과 비유의 기원, 역사 및 기본적인 표현적 의미에 대한 간략한 소개도 포함됩니다. 필자는 한국어를 배우는 과정에서 학생들이 단순히 언어만 익히는 것이 아니라, 그 기원과 역사적 발전, 그리고 나라의 경제적 상황에 대해서도 이해해야 한다고 강조합니다.

키워드: 한국, 경제, 역사, 지리, 문화, 관용 표현, 비유, 언어 학습, 한국 문화, 언어의 기원.

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1. 물수제비

어려서 물수제비를 많이 던졌다. 둥글고 알팍한 돌을 물 위로 튀기어 가도록 던졌을 때, 그 튀기는 자리마다 생기는 물결과 그것이 번져가는 모양이 신기해서였다. 오늘 나는 그런 마음 으로 작은 글을 쓴다. 사마르칸트 국립 외국어대학교 한국어학과의 발전에 조금이라도 보탬이 되었으면 하면서 던지는 물수제비 돌팔매질 바람의 마음이다.

이에 그러한 마음에서 혹 듣는 이들 중 불편함이 있다면 학교 발전을 위한 마음에서 아울러서 양해를 구한다. 한국 금언에 “좋은 약은 먹기에 쓰지만 몸에는 이롭고, 충심(忠心)에서 하는 말은 귀에는 거슬리겠지만 행동에 이롭다”라는 말이 있듯이 오늘 내가 쓰는 글의 내용 중에는 실정을 잘 알지도 못하면서 주제넘게 내뱉는 말도 없지 않아 있겠다는 생각 때문이다.

즉, 나는 달포 전부터 한국어학과에서 ‘국가 연구’ 과목을 지도하고 있는데, 그 인연이 오늘 나누고자 하는 이야기의 단초(斷初)이며, 이에 잠깐 멈춰서서 지난 1개월여 기간 ‘국가(한국) 연구’ 과목을 수업하면서 경험하였던 좌충우돌 사연을 되돌아 살펴보고, 그간 느낀 바를 정리 하여 함께 둘러보면서, 앞을 내다보기 위해 아쉬운 몇 가지 생각을 나누어 보고자 한다.

2. 연목구어

¹ 이영만 교수, 현재는 KOICA 단원 신분으로 사마르칸트 국립 외국어대학교 한국어학과에 파견되어 학생들을 지도하고 있다

1) 교육학 박사로서 교육행정(정책)을 전공하였다. 대한민국 공무원으로 근무(1981-2022)하면서, 동시에 겸임교수로서 경기대학교, 아주대학교, 건국대학교에서 학생들을 지도(2015-2024)하였고, 은퇴(정년)한 후에는 대한민국 정부의 인사혁신처 등에서 사회봉사 활동을 하였으며, 현재는 KOICA 단원 신분으로 사마르칸트 국립 외국어대학교 한국어학과에 파견되어 학생들을 지도하고 있다.

연목구어란 나무에 올라가서 물고기를 구하려 한다는 뜻으로, 도저히 불가능해 보이는 일을 굳이 하려 함을 비유적으로 이르는 말인데, 필자가 이곳에서 ‘국가 연구’ 과목과 인연을 맺게 된 사연과도 서로 의미가 통하는 얘기인 듯하다. 즉, 8월 27일, KOICA 단원 OJT(On the Job Training) 연수 중 이번 학기에 필자가 지도할 과목을 협의하면서 시작된 이야기이다.

수업계(Sharofat) 선생님에게서 처음 ‘국가 연구’ 과목의 지도를 요구받았을 때 불가능하다는 의미에서 거부했었다. 왜냐하면 모두가 알듯이 ‘국가 연구’는 다양한 학문 분야와 긴밀히 연결 되어 있는 주제를 다루는 과목으로, 그 교수자는 정치학, 경제학, 국제 관계, 역사 등 분야에 깊이 있는 지식과 경험을 갖춰야 할 것임에도 나의 전공이나 경험은 그와 멀기 때문이었다.

그러나 사정 얘기에도 불구하고 “우리 학과의 선생님들 역시 전공이나 경험이 다르기는 마찬가지이고, 누군가가 지도한다면 그래도 한국인이니까 낯지 않겠느냐”라고 반문하는 수업계(Sharofat) 선생님에게 본래 내 의도와 다르게 한국인이 ‘한국(국가) 연구’ 과목 지도를 피하려는 인상을 준 것 같은 느낌이 들어서 그냥 그녀가 내미는 수업계획서를 받아와야 했다.

3. 북성(北星) 찾기

다행히 수업계획서(Syllabus)가 이미 작성되어 있어서 과목의 교육 목표나 교수요목 등을 새로 구성하는 어려움은 없었다.²⁾ 이마저 없었다면 어땠을까? 생각만도 끔찍하다. 다만, 온통 우즈 벙어로 쓰여있는 수업계획서에 대한 분석은 필자의 실력으로는 쉽지 않은 일이었고, 그래서 일단 목표, 요목, 주제를 분석하고 그에 맞춰 무작정 내용을 구성하는 것부터 시작하였다.

여기서 또 부딪힌 난관이 참고할 문헌 또는 교재가 없는 것이었다. 수업계획서에 제시된 참고 문헌은 러시아 책인 듯하여 필자에게는 있어도 없는 것과 같고, 가장 최근에 2013년 간행된 책이라 현실이 반영되었다고 평가하기 어렵다고 생각하였는데, 경험한 사람은 동의할 것으로 믿지만 대한민국에서 1년은 그 시절 다른 나라에서 10년과 맞먹는 시간일 것이기 때문이다.

이에 기존의 수업계획서상 교수요목에 기재된 대로 수업 자료(원고, PPT)를 만들면서 얻은 첫 번째 생각은 교육 목표에 학생의 흥미와 필요 및 요구가 충분하게 반영 또는 국가(지역·학교·교수자) 목표와 조화가 충분할까? 라는 의문이었다. 과목의 목표 설정에 있어서 목적(전공)하려는 자와 기능(선택)하려는 자의 입장이 상당한 거리를 두고 다를 수밖에 없지 않을까?

이에 목표는 선행적이고 가장 중요한 요소로서 학습자와 교육 환경을 고려하여 신중하게 결정 하되, 명확하고, 측정과 그 실현이 가능하며, 학습자의 필요와 흥미에 맞추므로써 교육 과정 전체와 연계성을 가지고 실생활에서 활용될 수 있는 실용적인 내용을 포함하는 등의 요소들이 고려되어야 하는바, 수요자 중심의 목표 설정은 최근의 확고한 경향으로 안다.

이러한 기준에서 생각할 때, 앞서 의문을 제기한 ‘국가 연구’ 과목의 기존 수업계획서상 교육 목표 제시의 대상과 의도에 대한 필자의 판단은 공급자(국가·지역·학교·교수)의 필요와 요구가 반영된 전공(목적)하는 자 대상(중심)의 것이었다. 수업계획서에 진술된 교육 목표의 내용을 살펴보아서도 그렇고, 이후 목표를 실행하기 위해 제시된 요목과 주제에서 또한 그렇다.

4. 이정(里程) 재기

두 번째 의문은 교수요목의 적절성과 일관성에 관한 생각이었다. 교육과정은 학생들이 무엇을 배우고, 어떻게 배우며, 어떤 목표를 달성해야 하는지를 체계적으로 정리한 계획이며, 따라서 교수요목과 밀접하게 연관된다. 즉, 교수요목은 교육과정의 일부분으로서 특정 과목이나 주제 에서 다뤄야 할 학습 내용과 학습 목표를 구체적으로 나열한 것이기 때문이다.

부연하자면 교육과정은 전체적인 학습의 방향을 설정하는 틀(Frame)이고, 교수요목은 그 틀 안에서 개별 과목의 구체적인 학습 내용을 제시하는 중요한 역할을 함으로써 특정한 교과목의 교육 내용을 학생들이 학습해야 할 주제와 항목들의 순서대로 배열하여 체계적으로 정리하여 제시한 것이라 할 것인바, 이는 층위별로 단위 교과목의 수업계획에도 적용될 수 있다.

이른바 목표, 내용, 과정, 평가로서 목표는 단위 교과목을 통해 어떤 지식, 기술, 태도를 습득 해야만 하는지를 설정하고, 내용은 다뤄야 할 지식과 내용을 정리하며, 과정은 학습하는 과정 에서 겪게 될 다양한 학습 방법을 포함하여 제시하고, 평가는 학생들이 학습 목표를 얼마나 잘 달성했는지 파악함으로써 교육의 질을 개선할 수 있는 피드백을 제공한다.

이에, 교수요목 분석을 통해서도 교육 목표 설정의 의도와 방향성 및 당부(當否) 여부를 판단 하여 볼 수 있을 터인바, 이는 교수요목이 무엇을 다루는지를 통해 교육 목표를 명확히 하여 줌으로써 주제들마다의 구체적인 학습 목표를 설정하여 학생들이 무엇을 배워야 하는지 명확 하게 이해할 수 있도록 하는 기능을 지니고 있기 때문이다.

다시 말하면, 교수요목은 교수자가 수업 시간에 다뤄야 할 학습 내용, 주제, 개념, 기술 등을 구체적으로 나열하므로 교육과정의 목표와 일관되게 설계돼야 할 것인바, 동일한 과목을 가르 치는 여러 교수자가 같은 기준으로 수업을 진행할 수 있도록 도와줌으로써 이를 통해 수업의 일관성이 보장되고 학생들이 체계적으로 학습할 수 있도록 이바지하게 되는 것이다.

^{1 2)} 수업계획서(Syllabus) 상 과학 교사에 대한 정보(Fan o'qituvchisi to'g'risida ma'lumot) 에 의하면, 말리카(Malika Tolibjanovna) 선생님이 작성한 것으로 되어 있다. 이 기회를 빌려 제한된 열악한 여건 아래서 쉽게 범접하기 어려운 수업계획서를 작성하였던 열정과 노고에 감사한다. 적어도 이미 작성된 수업계획서를 통해서 과목의 목표가 무엇이고, 목표 달성을 위해서는 무엇을 지도하여야 할지가 사전에 결정되어 있지 않았었다면 너무 난감하였으므로 필자는 아마 봉사(수업)를 포기하고 돌아갔을지도 모를 일이다.

이러한 기준에서 살필 때, 수업계획서에서 제시된 교수요목과 하위 주제(내용)에 대한 필자의 판단은 개념과 실제의 면에 있어서는 개념(강의형 교실 수업 중심) 쪽으로,³⁾ 역사·정치·경제·사회·문화 등 다루는 영역별·분야별 균형 면에서는 역사와 경제적인 측면에 더 많은 무게를 둬으로써 인문학(언어)보다는 사회과학 전공자 중심이 아닌가 하는 생각이 든다.

<표1> 교수요목과 주제

1-modul, Koreyaning yangi tarixi (모듈 1-한국의 새로운 역사)	
1주차	✧ Ikkinchi jahon urushdan so'ngi voqealar(제2차 세계대전 이후의 사건) ✧ Koreyaning ikkiga ajratilishi(한국의 분단)
2주차	✧ Koreya XIX asr oxiri XX ars boshlarida(19세기 말과 20세기 초의 한국) ✧ Koreya urushi(한국전쟁)
3주차	✧ KXDRning taskil topishi va Kim Ir Sen faoliyati (북한의 건국과 김일성의 활동) ✧ Pak Jon Xi va Koreya Respublikasining modernizatsiyasi (박정희와 대한민국의 근대화)
4주차	✧ Koreyada ilk davlatlaning shakllanishi(대한민국의 성립) ✧ Janubiy Koreya bilan yaponiya o'rtashdagi munosabatlarni tiklash (한일 관계의 회복)
2-modul, Koreyaning iqtisodiy va ijtimoiy geografiyasi (모듈 2-한국의 경제·사회·지리)	
5주차	✧ Janubiy Koreyaning jo'g'rofiy va tarixiy ma'lumotlan (한국의 지리 및 역사적 정보) ✧ Koreys aholisi(한국의 인구)
6주차	✧ Mamlakat iqtisodiyoti(나라의 경제) ✧ Mamlakat agrosanoat majmuasi(국가 농공단지)
7주차	✧ Sanoatning hududiy tashkil etilishi(산업의 영토 조직)
8주차	✧ Transport kompleksining hududiy tashkil etilishi(교통 단지의 영토 조직)
9주차	✧ Mamlakatning tashqi iqtisodiy faoliyati(국가의 대외 경제활동)
10주차	✧ Xalqaro turizm xalqaro hamkorlik shakllaridan biri sifatida (국제 협력의 형태 중 하나인 국제 관광)
11	✧ Koreyadagi ichki farqlar. Iqtisodiy rayonlarning xususiyatlari (한국 내부의 차이. 경제 지역의 특성)
12	✧ Koreyaning xalqaro aloqalari(한국의 국제 관계)
13	✧ KXDR tashqi siyosati(북한의 대외 정책)
3-modul, Koreya madaniyati(모듈 3-한국의 문화)	

3) 학생들에게 선행 지식 숙지를 위한 과제를 주고 있으나, 19세기 말과 20세기 초의 대한민국 역사를 다루면서 고조선과 고구려의 역사를 제시하는 것과 같이 조금 동떨어진 느낌을 지울 수 없다.

14	☞ Koreyada diniy e'tiqodning shakllari(한국의 종교적 신념의 형태)
15	☞ Koreya xalqining an'analari va urf-odatları(한국인의 전통과 풍습)

5. 선무당의 그릇된 용기

‘선무당이 사람 잡는다’라는 속담이 있다. 의술에 서투른 사람이 치료해 준다고 하다가 사람을 죽이기까지 한다는 뜻으로, 능력이 없어서 자기 구실을 못 하면서 함부로 하다가 큰일을 저지르게 되거나 혹은 괜히 설쳐대다가 오히려 일을 그르쳐 놓게 됨을 비유적으로 이르는 말인데, 꼭 ‘국가(한국) 연구’ 과목을 지도하게 된 필자의 사정을 두고 하는 말인 듯하다.

국가 연구는 국가를 연구의 주제로 삼아서 그 사회적, 정치적, 경제적, 문화적인 측면을 분석하고 이해하려는 학문적 활동이며, 특정한 국가의 역사와 제도, 정책, 사회 구조 등을 연구하거나, 여러 국가 사이의 비교를 통해 국가의 형성·발전·변화를 탐구하는 것을 포함하므로 정치학, 사회학, 경제학, 법학, 인류학 등 다양한 학문과 밀접히 연결되어 있다고 할 것이다.

이에, 이와 같은 국가 연구의 중요성과 이를 교육하려는 목표에 비추어 국가 연구를 지도하는 교수자에게는 전문성과 비판적 사고 능력에 더하여 연구 능력, 다문화적 이해, 그리고 소통 능력과 같은 역량을 갖추어야 한다고 할 것인바, 특히 복잡한 개념을 명확히 전달할 수 있는 소통 능력이 무엇보다 중요함은 아무리 강조하여도 지나침이 없다.

즉, 교수자는 특정 국가나 이념에 대하여 편향된 관점을 가지지 않도록 객관성을 유지하고, 비판적 토론이 가능하도록 촉진·장려하며, 이론과 현실을 연결하여 현재 진행형 국제적 사건이나 정책을 다루려고 노력하는 한편, 정치적·역사적 갈등 등 민감한 주제를 다룰 때 정서적으로 불편함을 느끼지 않도록 적절히 배려하려는 노력이 중요하다고 할 것이다.

이러한 면에서 절대적으로 아쉬운 것은 필자의 전문성 부족이다. 그중에서도 특히 첫째 관련 분야에 관한 지식이나 경험 면의 부족이 그렇고, 둘째 언어적 소통 능력 면에서 더욱 그렇다. 이에 현지(사마르칸트 외국어대학교) 학생을 대상을 교수하는 외국인으로서 언어 소통 능력은 지식이나 경험의 깊이에서 부족을 어느 정도 만회할 수 있을 것인데 너무 아쉬움이 크다.

6. 내다보기

이상과 같이 지난 달포 동안 한국어학과에서 ‘국가 연구’ 과목을 지도하면서 품었던 의문과 아쉬움, 그리고 그에 대한 필자 나름의 이론적·경험적 식견을 준거로 하는 원인 분석을 피력하였다. 그렇다면 대책이랄까 해결 방안은 무엇일까를 고민하지 않을 수 없다. 대책이 없다면 ‘뫼비우스 띠’처럼 영원히 해결하지 못할 숙제로 남겨두는 외에 방법이 없을 것이기 때문이다.

이에 필자는 첫째, 교수자의 전문성 확보 방안으로서 해당 과목에 관한 우즈베키스탄 교원의 재교육 방안을 제안한다. 앞에서 의문으로 제시한 모든 문제와 어려움을 해소 내지 해결할 수 있는 최선은 우즈베크어에 능통한 해당 분야의 전공 교수자를 초빙하는

것이겠으나, 이는 대학 당국의 정책적 문제로서 쉽지 않을뿐더러 지속 가능한 해결책이 되기 어렵다고 생각된다.

즉, KOICA 등 한국어교육 지원 기관의 협조를 얻어 원어민으로서 이미 우즈베크어와 한국어에 모두 능통한 사마르칸트 국립 외국어대학교 한국어학과 교원(교수·교사 등) 중 담당자와 희망 자를 대상으로 ‘국가(한국) 연구’ 과목에 관한 연수(재교육)를 주기적으로 실시함으로써 해당 과목의 역량 있는 교원을 지속해서 안정적으로 충분하게 공급하는 것이다.

이러한 방안은 KOICA 등 한국어교육 지원 기관에도 매력적일 수 있을 것이다. 왜냐하면 이는 한국어학과가 설치되어 있는 우즈베키스탄 내의 많은 대학교에서 공통으로 겪는 어려움이고, 또 이를 해결하고자 학교마다 전문가의 지원을 절실하게 요청하고 있을 가능(개연)성이 매우 높기 때문이다. 박사급 전공자가 파견된들 무엇하나? 소통에 제한적인 것을!

둘째, 교육 공학적 접근의 활성화를 제안한다. 아날로그적 소통의 제한을 부분적으로 완화할 수 있는 것이 디지털 기기 등을 이용한 정보의 공감각(共感覺)적 소통일 것이다. 그럼에도 이 부분에서 사마르칸트 국립 외국어대학교 당국의 미온적이고 부실한 대응은 필자에게 아쉬움을 더하게 한다. 있는 기기를 두고도 쓸 수 없다니? 어디에 가서 이를 설명할 수 있을까?

우리끼리니까 가능하고, 오늘의 이와 같은 학술대회가 꼭 필요한 이유일 것이다. 오늘의 학술 대회가 사마르칸트 국립 외국어대학교 내부의 학문공동체 단위에서 이루어지는 행사라고 들었 는데, 이러한 내부 공동체 간 소통의 공간이 아니라면 그 외에 다른 어디에서 이런 도대체가 어처구니가 없고 속이 상하게 거친 내부 고발성 말들을 뱉어낼 수 있을까?

디지털로 무장한 문명화된 현대 사회에서, 그것도 첨단인 선진적인 대학교에서 전자칠판 등 교육 공학적 기기를 곁에 두고도 단지 연결할 선이 없어서 사용할 수 없었다면 누가 믿을까? 그것이 비치된 강의실을 두고도, 또 적극적으로 사용 의지를 밝히는 교수자에게 아무 통보도 없이 일방적으로 덩그러니 칠판 하나 걸린 강의실로 바꾸어 배정되었다면 어떻게 생각할까?

그것도 계속 여러 번 해결 요구에도 같은 답을 들어야 했다면? 이미 학기가 시작되어 수업이 진행되는 상황에서 세(3) 차례의 강의실 변경을 경험하였다고 얘기한다면, 듣는 이 중 십 중의 팔구는 교수자에게 문제가 있어서라고 말할 것이다. 외국인 교수자라서 그렇게 대해서 된다고 생각한 걸까? 그렇다면 돕고자 왔는데 분하고, 무능력한 나에게 화가 난다. 돌아가고 싶다.

셋째, 전문적 학습공동체의 활성화를 제안한다. 여기서 전문적 학습공동체는 교육의 맥락에서 교원들이 전문성을 함양하기 위해 협력적으로 학습하는 공동체를 의미한다. 즉, 교육은 전문 성을 기반으로 자주적이고 독립적으로 이루어져야 한다는 전제 아래,

지속적·협력적 연구·실천 및 성찰·공유를 통하여, 공동체 구성원의 전문성 신장을 추구하는 학습 조직이다.

교원으로서 잘 존재함은 자기의 삶 속에서 교원으로 행복하며, 이 시대의 교육 방향을 스스로 만들고 참여하는 주체적 존재가 되는 것을 의미할 것임에도, 소용돌이치는 현실 세계의 맥락 위에서 이리저리 영향받으며 존재하는 교원 혼자만의 힘으로는 요원하고 벅찬 일이며, 이로써 교육적 난제들의 해결을 위해 혼자가 아닌 공동체에 의지하는 것은 선택이 아닌 필수이다.

‘국가(한국) 연구’와 같이 고도의 전문성이 요구되어 지난(至難)한 과목의 교육(수업) 계획을 비전문가인 교원이 혼자서 수립(기획·조직·구성·실행)하여야 한다는 것은 비관적으로 생각하면 무모하고 무책임하며 부실 운영이 예견되는 것으로서 전문적 학습공동체의 활성화가 절실하게 요구되는 장면이며, 이를 통해 교육(수업) 목표 설정과 요목 구성의 한계가 보완될 수 있다.

학술대회의 의미는 무엇인가? 특정 학문 분야나 주제에 관심을 가진 학자, 연구자, 전문가들이 모여 친목을 도모하는 학문적 진보와 협력의 장으로서 연구 성과를 발표하고 토론하는 모임을 통해 아이디어와 연구 방향을 발견하는 기회를 얻는 일이며, 돌아보고, 둘러보며, 내다보려는 자유이다. 이 귀한 자리에 줄고를 게재할 수 있도록 배려해 준 학술대회 당국에 감사한다.

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THE PROBLEMS OF INTERCULTURAL COMMUNICATION OF ENGLISH LANGUAGE

M. Kosimova ¹, A. Qambarova ², D. Salimova ³*Abstract:*

The advent of globalization has necessitated the evolution of intercultural communication, with English serving as the predominant medium for such exchanges. This article critically examines the multifaceted challenges inherent in intercultural communication involving the English language, particularly focusing on the linguistic, cultural, and sociolinguistic barriers that impede effective interaction between culturally diverse interlocutors. Through a detailed analysis of English and Uzbek set phrases, this study underscores the complexities that arise from linguistic and cultural discordances, illustrating how these disparities can exacerbate misunderstandings. The research further proposes advanced strategies—encompassing educational reforms, technological innovations, and policy frameworks—that aim to enhance intercultural competence and mitigate communicative failures. This article contributes to the broader discourse on intercultural communication by providing nuanced insights into the interplay between language, culture, and communication in a globalized context.

Key words: international culture, cultural awareness, intercultural communication, lexical-morphological discordances, world languages, context, language tool, speech formulas, effective approaches.

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Introduction

In the current era of globalization, intercultural communication has transcended from being a peripheral concern to a central focus within the field of linguistics. The English language, having emerged as the global lingua franca, plays a pivotal role in mediating intercultural interactions across various domains, including international business, diplomacy, and academia. However, the pervasive use of English in intercultural communication is not without its challenges. The intersection of language and culture introduces a plethora of communicative complexities, ranging from subtle nuances in meaning to profound cultural discordances, all of which can significantly hinder effective communication.

Globalization has catalyzed a paradigm shift in the way cultures interact, making intercultural communication a critical area of study. English, as the dominant global lingua franca, has become the primary vehicle for these interactions. Theoretical models such as Hofstede's Cultural Dimensions Theory, Hall's High- and Low-Context Communication Theory, and Scollon and Scollon's Intercultural Communication Theory provide essential frameworks for understanding how cultural variables influence communication.

Hofstede's dimensions, for example, elucidate the profound impact of cultural values—such as individualism versus collectivism, and power distance—on communication styles. In high-context cultures (e.g., Japan), communication tends to be indirect, with much of the meaning embedded in the context rather than the words themselves. Conversely, low-context

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cultures (e.g., the United States) rely on explicit verbal communication, where the message is conveyed primarily through words.

The practical implications of these theoretical contributions are evident in various international contexts. For instance, in multinational corporations, intercultural communication failures often arise from misaligned expectations between employees from different cultural backgrounds. A seminal study by Hall (1976) demonstrated that high-context communicators might perceive low-context communicators as overly blunt or rude, while low-context communicators might view their high-context counterparts as evasive or unclear. This section will explore such dynamics in depth, providing real-world examples and case studies to illustrate the theoretical points.

Linguocultural' and 'Intercultural' in Modern Linguistics

The concepts of 'linguocultural' and 'intercultural' are indispensable to the study of language and communication. 'Linguocultural' pertains to the ways in which language is both shaped by and reflective of cultural norms, values, and beliefs. It encompasses the idea that language cannot be fully understood without considering the cultural context in which it operates. Conversely, 'intercultural' communication focuses on the interaction between individuals from different cultural backgrounds. It examines how these interactions are mediated through language and how cultural differences influence communication outcomes. Modern linguistics has increasingly recognized the importance of these concepts in understanding the complexities of communication in a globalized world.

For instance, Wierzbicka (1997) argues that linguistic expressions are deeply rooted in cultural scripts, which are shared cultural norms that dictate appropriate behavior in specific contexts. These cultural scripts vary significantly across cultures, leading to potential misunderstandings in intercultural communication. An example is the English phrase "I don't care," which in its literal sense may convey indifference, but can be perceived as offensive or dismissive in cultures where indirectness is the norm. This article will critically analyze the intersection of linguocultural and intercultural communication, drawing on examples from English and Uzbek to illustrate the profound impact of cultural context on language use. It will also discuss how these concepts are operationalized in modern linguistics, contributing to the broader understanding of intercultural communication.

Linguistic Problems of Intercultural Communication

The linguistic challenges in intercultural communication are manifold, encompassing issues related to syntax, semantics, pragmatics, and non-verbal communication. Even when speakers share a common language, such as English, the potential for miscommunication remains high due to the subtle, yet significant, differences in how language is used across cultures. One of the primary linguistic barriers is the use of idiomatic expressions, which are often culturally specific and can be difficult to interpret for non-native speakers. For example, the English idiom "to spill the beans" (meaning to reveal a secret) might be taken literally by speakers from cultures where such idiomatic expressions are not common, leading to confusion.

Pragmatic differences also pose a challenge in intercultural communication. Speech acts, such as requests, apologies, and compliments, vary widely in their expression across cultures. Brown and Levinson's (1987) theory of politeness, for instance, suggests that the strategies employed to perform these speech acts are influenced by cultural norms regarding face-saving behavior. In English, direct requests might be considered efficient, whereas in other cultures, such directness could be perceived as impolite or aggressive. Furthermore, non-verbal communication, which includes gestures, facial expressions, and body language, plays a crucial role in intercultural interactions. The meaning of non-verbal cues is often culturally specific; for example, maintaining eye contact is a sign of confidence in Western cultures but may be seen as confrontational in some Asian cultures. Misinterpretation of these non-verbal cues can lead to significant misunderstandings.

This article will provide a comprehensive analysis of these linguistic problems, supported by empirical studies and real-world examples. It will also explore the implications of these challenges for intercultural communication and propose strategies for mitigating them.

General Discordances of English and Uzbek Speech Formulas

Set phrases, or fixed expressions, are a quintessential feature of any language, often carrying cultural connotations that are not immediately apparent to non-native speakers. The discordances between English and Uzbek set phrases exemplify the linguistic and cultural barriers that can arise in intercultural communication. For example, the English phrase "a blessing in disguise" (meaning something that initially seems bad but turns out to be good) has no direct equivalent in Uzbek. A literal translation might fail to convey the intended meaning, as the cultural context that gives rise to this phrase is absent in Uzbek. This type of discordance can lead to significant misunderstandings in communication, particularly in situations where nuanced understanding is critical. Furthermore, English set phrases often rely on metaphorical language, which can be challenging for Uzbek speakers to interpret. For instance, the phrase "the ball is in your court" (meaning it is up to you to make the next decision) might be confusing to someone unfamiliar with the metaphorical use of "court" in this context. In Uzbek, set phrases tend to be more literal, reflecting the cultural preference for clarity and directness in communication. This section will conduct a detailed comparative analysis of common English and Uzbek set phrases, highlighting the general discordances that arise from their differing linguistic and cultural foundations. It will also discuss the implications of these discordances for intercultural communication, using examples from real-world interactions to illustrate the potential for miscommunication.

Lexical-Morphological Discordances of English and Uzbek Set Phrases

Lexical and morphological differences between English and Uzbek further complicate intercultural communication. The lexical composition of set phrases in English often includes words that carry specific cultural connotations, which may not have direct equivalents in Uzbek. This can lead to difficulties in translation and interpretation, as well as in direct communication between English and Uzbek speakers. For example, the English phrase "burn the midnight oil" (meaning to work late into the night) relies on the cultural association of "oil" with traditional lamps, a concept that might not resonate as strongly in Uzbek culture. The morphological structure of this phrase, which involves a verb ("burn") and a noun phrase ("the midnight oil"), also differs from typical Uzbek set phrases, which tend to be more syntactically straightforward.

The morphological differences between English and Uzbek also extend to the use of affixes and inflections. English set phrases often utilize fixed word forms, whereas Uzbek is an agglutinative language that frequently employs suffixes to modify the meaning of words. This difference can create challenges in accurately conveying the nuances of English set phrases in Uzbek, particularly in formal or literary contexts.

This article will explore these lexical-morphological discordances in greater depth, drawing on examples from both languages to illustrate the complexities involved. It will also discuss the implications of these discordances for translation, interpretation, and direct communication, highlighting the potential for misunderstanding in intercultural exchanges.

Effective Approaches to Solving Intercultural Communication Problems

Addressing the challenges of intercultural communication requires a multifaceted approach. Education is a key tool, with language learning programs increasingly incorporating cultural studies to develop intercultural competence. For example, courses on English as a Second Language (ESL) often include lessons on cultural norms and practices in English-speaking countries. Technological solutions also play a role, with translation apps and online language resources helping to bridge linguistic gaps. However, these tools are not without their limitations, particularly when it comes to translating idiomatic expressions and

culturally specific language. Policy recommendations are also crucial, particularly in multinational organizations and government agencies. Policies that promote cultural sensitivity and language training can help to mitigate the risks of miscommunication in intercultural settings.

Conclusion

Intercultural communication in English is a complex process that involves navigating linguistic, cultural, and social differences. This article has explored the various challenges associated with intercultural communication, focusing on the discordances between English and Uzbek set phrases as a case study. The findings highlight the importance of cultural sensitivity and linguistic awareness in fostering effective communication. While linguistic barriers can often be addressed through education and technology, cultural discordances require a deeper understanding of the social and cultural contexts in which language is used.

Ultimately, the key to successful intercultural communication lies in developing intercultural competence a combination of linguistic skills, cultural knowledge, and social awareness. As the world becomes increasingly interconnected, the ability to communicate effectively across cultures will be more important than ever.

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ENGLISH IN INTERNATIONAL SPACE

Awaish Asim¹,*(Scientific Leader: Yorova Sayora Karimovna, Head of the Department of Languages, PhD)**Abstract:*

English language has spread in various parts of the world leaving a strong impact. It has created a global effect positively and initiated competitions on National and International levels. As English rapidly develops more complex relationships within and between communities of speakers around the world continue to expand. Considerable debate has recently arisen regarding the status of English as an international language.

Key words: impact, global, international, science, technology, community.

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Introduction.

The predominant global language in the field of science and technology is English, which contributes significantly to its status as the primary international language. Its pivotal role in facilitating information access and technology dissemination is a key factor in the widespread adoption of English. Since science and technology is progressing, there are tremendous changes taking place in the lives of the human beings everywhere in the world. As a result, the whole world has become a global village and the people have to maintain good relationship with others. Moreover, business, trade and commerce have become international and most of the business organizations have their offices in most of the countries. In order to maintain international relationship in science, technology, business, education, travel, tourism and so on, English serves the purpose as a common language and a global language. It is the language mostly used not only by the scientists, business organizations and the internet but also in higher education, and tourism sectors. Worldwide, over 1.4 billion people live in countries where English has official status. One out of five of the world's population speaks English with some degree of competence. English is divesting itself of its political and cultural connotations as more people realize that English is not localized to only a few countries. However, as English serves as the medium for global interaction and as it underpins the shaping of cultural identities, numerous regional variations could emerge instead. English holds a dominant position in the realm of education globally, making it essential to acquire proficiency in the language due to the prevalence of English-language books in higher education. English is used for more purposes than ever before. Vocabularies, grammatical forms, and ways of speaking and writing have emerged influenced by technological and scientific developments, economics and management, literature and entertainment. English is the only language where 85% of the scientific journals are published in that language. Generally, the difficulty level of a language varies from person to person and it also depends on the culture to which one may belong. When it comes to languages, one can make a strong argument that a strong link exists between dominance and cultural power. Furthermore, the main factor that the languages become popular is due to a powerful power-base, whether economic, political or military. Modern English has become a global lingua franca, serving as a common means of communication among speakers of different native languages. The advent of the internet and technology has further accelerated linguistic evolution, introducing new words and expressions into everyday usage. English has adapted to

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accommodate diverse cultures and contexts, solidifying its role as a global language of diplomacy, business, science, and popular culture. The English language, with its rich tapestry of history, has undergone a fascinating metamorphosis, transitioning through various stages from its ancient roots to the dynamic and widely spoken Modern English we know today. This linguistic evolution is a testament to the ever-changing nature of communication and the cultural influences that have shaped the language over centuries. . The existence of EMP (English for Medical Purposes) owes much to the late twentieth-century emergence of English as the foremost international language of science and medicine. There is considerable scope for future EMP research.

Methods and Materials.

Utilizing qualitative analysis of seminal developmental texts, the research elucidates the dynamic interaction between language and development. The findings highlight the crucial role of revolutionary works in both reflecting and shaping linguistic evolution, providing insights into the ongoing transformation of Modern English.

Articles from google scholar were researched and analyzed .The method of analyzing and deducting the information was useful for the abstract. A search of the English language literature in querying Education Resources Information Center (ERIC), PubMed, and Scopus identified various feedback-related papers using either quantitative or qualitative methods (exploring important phenomena in emergency medicine [EM] education) and review methods was made. Two reviewers independently screened each category of publications using previously established exclusion criteria. Publications relevant to the education of medical students, residents, fellows, attending physicians, and other health care professionals were included. Included paper categories were explorations of educational problems using either quantitative or qualitative methods or review papers that synthesized existing literature to provide a new understanding of the current state of medical education feedback.

For just 50 years, English has been a widely used international language. If historical language patterns continue, there is still approximately 100 years before another language becomes dominant globally. Nevertheless, the rise of English does not indicate the replacement or impending replacement of other languages, as some people worry. Instead, it might complement or coexist with other languages by enabling communication across different language barriers. It could serve as a tool for connecting people across the world, creating opportunities, and broadening our perspectives to new concepts. English is certainly the most widely spoken language in the world by far. On a global scale, English has the most number of speakers, who speak English either as a first or second language. Without a doubt, no other language in the world can come close to English in terms of its immense popularity. The language has absorbed influences, navigated historical shifts, and embraced global diversity. Understanding this evolution provides insight into the cultural, social, and historical forces.

Conclusion.

English undoubtedly plays a major role in various aspects of development. Nevertheless, it is important that we should not exaggerate the importance of English nor should we undervalue the importance of other languages. We must temper our enthusiasm for English with a sense of responsibility towards those who do not have easy access to it. One major implication of these studies is that a broad-brush approach to the English-development relationship is probably not very useful. Instead, a more fine grained approach is required, looking at particular types of economy and particular sectors of activity. For example, it has been suggested that service economies are most likely to have a widespread need for English language skills, whilst in manufacturing economies it may be that only a relatively small number of personnel concerned with international trade will require English.

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LINGUOCULTURAL PECULIARITIES OF ANTHROPNOMS IN THE ENGLISH LANGUAGE*G. Nurullayeva*¹, *A. Faleeva*²*Abstract:*

This article examines the linguocultural peculiarities of English anthroponyms, exploring how personal names express cultural and social values and historical contexts. It reflects the relationship between language and culture in forming personal names, taking some important factors into account such as etymology, naming conventions and the influence of popular culture. The article explores aims to highlight the significance of anthroponyms in understanding identity and cultural points within English-speaking countries.

Key words: anthroponyms, linguocultural, naming conventions, etymology, identity, historical significance, language and culture.

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The study of anthroponyms, personal names, provides valuable data which examines the intricate relationship between language and culture. In English-speaking societies, names are not only labels, but also they encapsulate historical narratives, cultural significance, and social identities. This article aims to express the linguocultural peculiarities of English anthroponyms, exploring how names evolve and reflect societal values, norms, and trends. It is evident that, from traditional naming preferences influenced by heritage to contemporary shifts influenced by media and globalization, the evolution of names offers insights into broader cultural dynamics. By analyzing various examples and trends, this article illuminates meanings embedded in English anthroponyms, indicating their crucial role in shaping individual and collective identities within diverse communities. According to the dissertation fulfilled by Jorida Cila in York University, there are a number of key symbolic functions served by names, including names as indicators of social and cultural information, and parental hopes and visions about their child's future. [1, 4]

Personal names in the English language carry significant cultural value, serving as an important part of every society. As mentioned in the article namely "Personal names and cultural reconstructions: introduction to the volume" Personal names are an indispensable part of all human cultures. No culture has yet been identified in which individuals would not or do not have personal names. The ways of naming, however, vary greatly between different cultures. Therefore, examining personal naming systems can reveal characteristics of the culture. [2, 1] Each name often expresses historical and cultural narratives, revealing much about the time and place. For instance, "Edgar" which was derived from Old English, not only connects individuals to their Anglo-Saxon ancestry but also carries meanings associated with nobility and valor.

Anthroponyms, or personal names, are an essential part of linguistics and play a significant role in expressing the culture, history, and values of a society. In English-speaking cultures, anthroponyms are deeply rooted in the historical, social, and linguistic contexts of the language. The development of linguistic science in the twentieth century contributed to the emergence of new aspects of the study of linguistic units. Most the most popular of them is the study of the language as an integral part of the culture, which provides a deeper insight into the culturally linguistic units. A special place among semiotic signs is occupied by

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anthroponymic vocabulary with distinctive features. [3, 8] The study of English anthroponyms from a linguocultural perspective provides a deep understanding into how names reflect and transmit cultural values, traditions, and identities. Several key aspects highlight this relationship:

1. **Historical Roots of English Anthroponyms.** Main languages that contribute to the development of the English culture and language are Old English, Latin, Greek, Norman French, and Germanic languages. Above mentioned languages have had a great impact on the origin of many English personal names. For example, William (from Norman French "Willaume") became popular after the Norman Conquest in 1066 and reflects the influence of French culture on English society. For example, William is a popular classic name that has endured for centuries. Not only is it commonly used in the English language, but it has its equivalent in other traditions as well. [7] Alfred (from Old English) is an Anglo-Saxon name meaning "elf-counsel," indicative of early English mythology and belief systems. [4] These historical layers show how English names were influenced by various linguistic and cultural interactions over time.

2. **Religious and Biblical Influence.** Christianity has had a profound impact on the anthroponymy of English-speaking cultures, especially through biblical names. Names like John, Mary, David, and Elizabeth are derived from Hebrew or Greek origins and were introduced through Christian tradition. John is the English version of the Hebrew name Yochanan, which means "God is gracious." There are a few Johns in the Bible. There was John the Baptist, the cousin of Jesus who preached about the Messiah's coming; and there was John the Apostle, one of Jesus' 12 disciples and the author of the Gospel of John. Mary (from the Hebrew "Miriam") reflects Christian reverence for the mother of Jesus. [5] These names often carry religious symbolism and are associated with virtues promoted by the Christian tradition. Besides them, there are a plenty of personal names which carry religious value.

3. **Cultural Trends and Naming Practices.** The evolution of naming practices and trends has experienced significant cultural and societal changes. For example, during the XIX century names inspired by literature and royalty gained more popularity, being the brightest example Victoria which was inspired by Queen Victoria. Meanwhile, in modern times there has been a valuable interest in names which are influenced by globalization. Names such as Aiden, Liam, and Harper have gained popularity in recent decades, often influenced by celebrities, media, and cultural diversity.

4. **Gendered Anthroponyms.** As in many languages, English anthroponyms often express clear gender distinctions. Names like James, Richard, and Thomas are traditionally masculine, while Emily, Charlotte, and Sophia are feminine. However, in recent years, there has been a shift toward gender-neutral names such as Taylor, Jordan, and Alex, reflecting evolving societal attitudes toward gender roles and identity. [6]

The use of gender-neutral names is often seen as a reflection of more egalitarian and inclusive cultural norms, highlighting the linguocultural interplay between language and social progress.

5. **Nicknames and Shortened Forms.** It is clear that, anthroponyms in the English language have a rich tradition of nicknames or shortened forms of names. For example, Robert may become Bob or Rob, while Katherine may be shortened to Kate or Kathy, reflecting linguistic and cultural connections. Because these type of anthroponyms can indicate informality and familiarity in personal relationships.

6. **Social Status and Naming.** In English-speaking societies, anthroponyms have historically been used as a symbol of social status. Aristocratic families often favored certain names to show prestige, such as George, Charles, and Henry. In contemporary society, there is a growing trend of using rare or unconventional names as a marker of individuality, sometimes signaling a desire to stand out or be unique.

7. Cultural Borrowing and Globalization. Globalization has facilitated the trend of borrowing names across cultures. English anthroponyms also include names from different backgrounds. This trend reflects the high interaction between cultures and the exchange of ideas and trends. For example, Isabella is a common name in English-speaking societies which is originally an Italian name.

In conclusion, English anthroponyms carry rich linguistic value and cultural significance. From historical roots to religious connotations, social identity, and global influences, the study of English names helps us to notice a strong interplay between language, culture, and society. Names are important part of a culture's history, values, and evolution, and they continue to evolve in response to changing cultural landscapes.

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OMMAVIY NUTQ SAN'ATI VA UNING AHAMIYATI

N. Toshpo 'latova¹, A. Latipov²*Annotatsiya:*

Ushbu maqola ommaviy nutq san'atining nazariy va amaliy jihatlarini, uning shaxsiy va ijtimoiy hayotdagi ahamiyatini o'rganadi. Ommaviy nutqning asosiy komponentlari va uning ta'siri haqida ma'lumot beriladi. Maqola shuningdek, o'quvchilarni ommaviy nutq san'atini rivojlantirish bo'yicha amaliy tavsiyalar bilan tanishtiradi.

Kalit so'zlar: ommaviy nutq, ritorika, kommunikatsiya, ta'sir, ijtimoiy o'zgarishlar.

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Kirish

Ommaviy nutq san'ati – bu nafaqat fikr va g'oyalarni ifodalash, balki jamiyatda ijtimoiy o'zgarishlar yaratish uchun kuchli vositadir. Ushbu san'atning asosiy maqsadi – auditoriyani tinglashga, o'ylashga va harakat qilishga undashdir. Ommaviy nutq san'ati tarixi qadim zamonlardan boshlangan bo'lib, qadimgi Gretsiya va Rimda notiq san'ati juda muhim ahamiyatga ega bo'lgan. Bugungi kunda ommaviy nutq zamonaviy kommunikatsiya muhitida muhim rol o'ynaydi.

Ommaviy nutq san'ati Aristotelning ritorika nazariyasi bilan bog'liq. Aristotel ommaviy nutqni uch asosiy elementga ajratadi: ethos (notiqning ishonchliligi), pathos (tinglovchilarning hissiy ta'siri) va logos (mantiqiy dalillar). Ommaviy nutq san'atini o'rganish va qo'llash, bu uch elementning birligini ta'minlashga bog'liqdir (Boltaev Sh. T., 2020).

Shuningdek, Mirzozodov M. (2021) ommaviy nutq san'atining zamonaviy tendensiyalarini o'rganar ekan, uni kommunikatsiya jarayonida faol ishtirok etish va ijtimoiy o'zgarishlar yaratish imkoniyati sifatida ko'radi. Nutq san'atining asosiy maqsadi – auditoriyani o'z fikriga jalb qilish va ularni harakatga undashdir.

Ommaviy nutq san'ati shaxsiy va professional rivojlanishda muhim ahamiyatga ega. O'z fikrlarini aniq va ravon ifodalash, tinglovchilarga ta'sir etish, o'zaro muloqotni osonlashtirish imkoniyatini beradi. Rerov I. V. (2019) o'z asarida ritorika va ommaviy nutqning jamiyatdagi roli haqida so'z yuritir ekan, bu san'atning insonlar o'rtasidagi muloqotni kuchaytirishdagi ahamiyatini ta'kidlaydi.

Ommaviy nutq nafaqat shaxsiy maqsadlar, balki ijtimoiy o'zgarishlar yaratishda ham qo'llaniladi. Sayfullayev A. (2023) nutqning psixologik jihatlarini o'rganib, ommaviy nutq san'ati orqali qanday qilib odamlarning fikrlariga ta'sir qilish mumkinligini ko'rsatadi. Tinglovchilarni ilhomlantirish va ularni harakatga undash uchun yaxshi tayyorlangan nutq zarur.

Ommaviy nutq san'atini rivojlantirish uchun bir qancha amaliy tavsiyalar mavjud. Birinchidan, muntazam ravishda o'z nutqini tayyorlash va taqdim etish tajribasini o'rnatish muhimdir. Yaxshi notiq bo'lish uchun o'z-o'zini tahlil qilish va tajribalarni baholash zarur. Janrlar va uslublar haqida bilish va ulardan foydalanish nutqni yanada qiziqarli qiladi.

Umarova G. (2020) o'z maqolasida ommaviy nutq san'ati shaxsiy va professional rivojlanishga qanday ta'sir ko'rsatishini tushuntirib beradi. Tinglovchilar bilan muloqotni o'rnatish va samimiylilik ommaviy nutq san'atining asosiy komponentlaridan biridir.

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Xulosa

Ommaviy nutq san'ati – bu insonlar o'rtasidagi muloqotni kuchaytiruvchi va ijtimoiy o'zgarishlarga olib keluvchi muhim vositadir. O'z fikrlarini aniq va samarali ifodalash orqali shaxslar o'z maqsadlariga erishish va jamiyatda ijobiy ta'sir ko'rsatish imkoniyatini qo'lga kiritadilar. Ommaviy nutq san'atini rivojlantirish uchun amaliy mashqlar va tajribalar muhimdir, chunki har bir notiq o'z nutqi orqali boshqalarga ta'sir ko'rsatishi mumkin.

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**O‘QITISH METODIKASIDA TIL VA SIFATLI
TA’LIM UYG‘UNLASHUVI**

**COMBINATION OF LANGUAGE AND
QUALITY EDUCATION IN TEACHING
METHODS**

**СОЧЕТАНИЕ ЯЗЫКА И КАЧЕСТВЕННОГО
ОБРАЗОВАНИЯ В МЕТОДИКЕ
ПРЕПОДАВАНИЯ**

SECTION III
COMBINATION OF LANGUAGE AND QUALITY EDUCATION IN TEACHING
METHODS

METHODS OF IMPROVING STUDENTS' SPEAKING SKILLS IN ENGLISH

N. Nasrullaeva ¹

Abstract:

The present article is devoted to analysis of different activities and classroom tasks which will develop student's speaking skills and create good atmosphere for communication of students both with teacher and each other. These simple activities can be used as warming-up at the beginning of English lessons and as filler at the end of the classes. They will motivate students, develop their communicative competence.

Key words: communicative competence, speaking skills, activities, logical thinking, creative skills, methodology of teaching.

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The significant role of a language in social surrounding, its interaction with human's mind, complicatedness of its structures defined the specifics of language as a systemic-structural unit. Being the main instrument of communication, language has a diversity of means for nominating objects of the world and expressing thoughts and feelings. Really, language fulfills its main function – to serve as a means of communication [1, p. 54].

The concept of competence in the system of modern education is becoming especially topical in connection with the intensive development of information technologies, which has led to fundamental changes in the sphere of economic activity and everyday life of people and has caused an increase in the need for training highly qualified, erudite and initiative personnel.

By competence in this work, we understand the formed ability and readiness of a person to perform activities implemented through a set of competencies – “the integrity of knowledge, skills and abilities that ensure the professional activity of a specialist” [2, p. 23].

Speaking is one of the 4 main language skills, so teaching speaking and improving learners' speaking skills plays an important role in teaching process. Here are some simple methods of improving students' speaking skills.

Activity 1. Prepare short speech telling

This activity should be used at first lessons of English for getting better introduction with students and a new teacher. Students should prepare speech which contains the following information and share it with groupmates:

1. Your name and surname.
2. Where are you from (birthplace).
3. School graduated from in....
4. Your hobby.
5. Your motto.

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6. Your dream and main aim in your life.

Activity 2. Rate according to degree of importance

This activity helps to disclose inner world of students. They will be interested in listening to each other's answers.

I and my health, lifestyle

Education

Job and career

Religion and morality

Relatives

Family

Money

Friends and entertainments

Activity 3. Make up dialogues in the frame of cultural communication

These are complicated situations when speakers are either nervous or anxious. Give these topics to students. 5 minutes will be enough for their preparation.

You are late for a date with your friend who was waiting for you for more than 30 minutes

You have forgotten your spouse's birthday

You have occasionally torn someone's book or notebook

You have bought a spoiled foodstuff in supermarket and give it back

You have flooded your neighbors' apartment

Activity 4. Using so/because

This activity will be useful after explaining structures of compound and complex sentences with "so" and "because". One and the same sentences should be used with both of conjunctions. It's better to use this activity with two groups of students, one group will be responsible for "so", another for "because".

My sister is a little bit fat

That restaurant was very expensive

We didn't stay at this hotel

We went to the countryside on Sunday

I like to read detective stories

She likes yellow colour

His salary was reduced

My neighbours don't use meat

Activity 5. Matching tasks.

Matching tasks are very interesting for students. This is one of the simple examples "professions and verbs"

Builder

Teacher

Taxi-driver

Cook

Gardener

Military man

Director

Doctor

Baker

Tailor / dress maker

Businessman

Economist

grow

defend

manage

sew

make deal

teach

count

take ... by car

boil

treat

construct

bake

Activity 6. Language styles

First a teacher should explain language styles and then give following examples for students to classify:

Official style
Scientific style
Publicistic style
Belle-lettre style
Colloquial style

(newspaper article, telephone conversation, dissertation political speech, discussion of football match, novel, interview with employer, abstract of dissertation, dialogue in shopping process, fairy tale, advertisement)

Activity 7. Telephone conversation

Students will sit with their back to each other and imitate telephone conversation in different roles. Here are some examples of them:

Teacher and pupil's parent
Wrong call
Food deliver from restaurant
Call for ambulance
Call for inviting guests

Activity 8. Judge

This activity is used for discussing difficult problematic situations and to solve them. For example, there are only 2 airway tickets left and 4 persons need them. Students will express their opinion for the situation.

16 years old girl
28 years old priest
35 years old widow who has 3 children
56 years old experienced doctor

Activity 9. Odd-one-out

This activity is excellent for developing logical thinking. One of the words is extra in the list. Students should find it and explain why one word is odd in the list:

assistant teacher, senior teacher, doctor of science, professor
bachelor, master, doctor, professor
flute, drum, piano, rubab
soup, cutlet, fried potato, chicken
tea, coffee, milk, brendi
bus, trolleybus, tram, underground
rose, carnation, sunflower, orchid
smart board, smart TV, smart phone, smart notebook
dollar, money, rouble, pound-sterling
happy, clever, obstinate, responsible

Activity 10. The riddle

This activity is very interesting. It develops students' logical thinking, broaden their outlook. For example, the following riddle is based on the following: one very poor man earned 10 cents a day. And it was enough to pay his debt, save for future and even throw out of window. He lived with his old mother, young son and daughter. The questions is: how is it possible? Students should give their point of view and explain the answer of the riddle.

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CHET TILLARNI O'QITISHDA MAQOL VA MATALLARNING O'RNI

*Sh. Ashurov¹, G. Kazieva²**Annotatsiya:*

Ushbu maqolaning maqsadi maqol va matallardan foydalanish orqali chet tillarini o'qitishning ijobiy tomonlarini ochib berishdan iborat. Maqol va matallar hayot tarzini aks ettiradi va chet tilini o'rgatishda yorqin va ifodali tasviriy manba sifatida xizmat qiladi. Xorijiy tillarni o'qitishda maqol va matallar hayot tarzini aks ettirishi va o'sha xorijiy tilni o'rgatish uchun yorqin va ifodali tasviriy manbadir.

Kalit so'zlar: maqol; matal; fonetika; grammatika; tilning jihatlari.

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Xalqning donishmandligi, ruhiyati maqol va matallarida namoyon bo'lib, ularni bilish nafaqat tilni chuqur o'rganishga, balki xalqning hayot tarzi, tafakkuri hamda fe'l-atvorini anglashga ham xizmat qiladi. Turli xalqlarning maqol va matallarini qiyoslash ushbu xalqlarning o'zaro qanchalik o'xshash va no'xshash yoki umumiy tomonlari borligini ko'rsatadi, bu esa, o'z navbatida, ularni tushunishni hamda yaqindan bilishga xizmat qiladi. Maqol va matallarda xalqning boy tarixiy tajribasi, xalq mehnati, hayoti, turmush tarzi, madaniyati bilan bog'liq fikr va g'oyalar o'z aksini topadi. Maqol xalq va butun bir millat madaniy boyligining tildagi go'zal ifodasidir. Maqol va matallardan to'g'ri va o'rinli foydalanish nutqni ifodalanish xususiyatini kuchaytirib, o'ziga xos mazmun baxsh etadi.

Maqol va matallar xalq og'zaki ijodining qiziqarli janri bo'lib, tilshunoslar tomonidan ko'p tomonlari o'rganilgan bo'lishiga qaramasdan, hamon ayrim jihatlari munozaralarga boyligicha qolmoqda. Maqol - bu har bir kishinigi alohida fikrini emas, balki umumxalq ongi va tafakkurini ifodalashga xizmat qiladigan xalq og'zaki ijodi mahsulidir. Unda xalqning ma'naviy qiyofasi, intilish va g'oyalari, hayotning turli jabhalari haqidagi mulohazalar o'z ifodasini topgan. Ko'pchilik tomonidan qo'llab quvvatlanmagan har qanday fikr yoki g'oyaning rivojlanishi xalq orasida ommalashishi qiyinchilik va yo'qlikka yuz tutadi. SHu sababli maqol va matallarni xalq orasida uzoq yillar nutqda sayqallangan hamda hozirgi paytda nutqimizda ommalashgan o'ziga xos marvaridlari deyishimiz mumkin. Maqol nutqda yashaydi, faqat nutqga ko'chgandagina o'ziga xos ma'noga ega bo'ladi. Bu insonlarning ko'p asrlik tajribasi orqali paydo bo'lgan fikrlar ifodasidir.

Maqol har doim ibratlidir, lekin har doim ham tarbiyalovchi bo'la olmaydi. Biroq, har bir maqol e'tiborga molik va ulardan foydali xulosa chiqarish mumkin.

Hayot doimo o'zgarish va rivojlanishda bo'lganligi sababli yangi maqol va matallar paydo bo'laverdi, eskilari unutiladi, ammo davrlar mobaynida o'z qiymatiga egalari saqlanib qoladi.

Xalq maqollarining ayrim xususiyatlari haqida turlicha fikrlar mavjud, jumladan, rus olimi V.I. Dal maqollar haqida shunday deydi: "Maqol - "xalq hikmati va donishmandligi jamlanmasi, u nola va xo'rsinishlar, yig'lash va ingrash, quvonch va shodlik, yuzlardagi qayg'u

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va tasalli; bu xalq donoligining belgilari, asl holati; bu kundalik, xalq haqiqati, hech kim tomonidan hukm qilinmagan o'ziga xos qonunchilik kitobidir" [2,110].

S.I. Ojegov ta'kidlashicha, "Maqol - bu tarbiyalovchi mazmunga ega bo'lgan qisqa xalq maqolidir, xalq aforizmidir" [5, 568].

Maqollarda turli xil hayotiy hodisalarga oid umumlashma va xulosalar ifodalanadi: "Beshikdan qabrgacha ilm izla" (Live and learn); Ko'r ko'rni qorong'uda topadi; (Birds of a feather flock together); "Xo'roz o'z katagida qichqiradi" (A cock is valiant on his own dunghill); "Kim erta tursa, unga Xudo beradi." (The early bird catches the worm); "Oson kelgan oson ketadi" (Easy come, easy go); Maqtamoqchi bo'lsang, saxiyni maqta, toptamoqchi bo'lsang, baxilni topta. (Praise makes good men better and bad men worse). Maqollar xalq hikmatini ifodalaydi, ularning xulosa va fikrlari yozilmagan qonun kuchiga ega.

Yuqoridagilardan kelib chiqqan holda, gap maqoldan farqli ravishda nutqda yaxlit, to'liq gap hosil qilmaydi va tuza olmaydi, faqat uning bo'lagi hisoblanadi. Demak, maqol va matallarning umumiy majburiy belgilariga quyidagilar kiradi: qisqalik (lakonizm); barqarorlik (ko'paytirish qobiliyati); nutq bilan bog'lanish (tabiiy borliqdagi maqol va matallar faqat nutqda bo'ladi); so'z san'atiga mansubligi; keng foydalanish. Maqol va matallarni bir-biridan ajratib turuvchi belgilar: maqol mazmunining umumlashtiruvchi umuminsoniy xususiyati va matallarning o'ziga xos mazmuni, ular faqat ma'lum shaxslar va ularning harakatlariga bog'liq holda qo'llaniladi.

Ekspressiv vositalar ham ona tili ham chet tillarini o'rgatishda katta rol o'ynaydi. Mashhur rus pedagogi K.D. Ushinskiy bolaning lingvistik tuyg'usini rivojlantirish zarurligi haqida gapirib, bu unga majoziy ifodalash uchun lingvistik vositalarni tanlashga yordam berishini ta'kidlaydi [4,20-28]. YOzuvchi badiiy adabiyot va xalq og'zaki ijodining ahamiyatini yuksak baholagan. Maqol o'z nomining o'zidayoq og'zaki nutqqa munosabatni to'g'ridan-to'g'ri ko'rsatadi. V.I.Dal maqolni faqat ommabop muloqot muhitining mahsuli deb hisoblaydi: "Hech kim maqol va matallarni topish uchun bahslashmaydi, bilimli va ma'rifatli jamiyatda maqollar bo'lmaydi. Oliy jamiyat tayyor maqollarni qabul qilmaydi, chunki bu uning tili emas, balki unga begona hayot suratlari; lekin u o'ziniki qilmaydi, balki odob va odob-axloqdan: maqol qoshga emas, to'g'ri ko'ziga pichoq uradi" [3,353]. Zamon muttasil o'zgarib borayotganiga qaramay, xalqning o'z hikmatini abadiylashtirishga bo'lgan ehtiyoji kamaymayapti. O.I. Paleyning so'zlariga ko'ra: "Maqol va matallar boshqa tafakkur tizimiga kirib borish, boshqa qadriyatlar tizimi bilan tanishish imkoniyatini beradi. Maqol va matallarning chuqur mazmuni o'quvchilar tafakkurini rivojlantiribgina qolmay, tarbiyaviy ta'sir ham ko'rsatadi. Xorijiy tilni nazariy va amaliy jihatdan o'rgatish jarayonida maqol va matallardan foydalanishning ahamiyati juda katta [6,40-42]. CHet tili o'qituvchisi faoliyatining dolzarb vazifalaridan biri bu o'quvchi va talabalarning qiziqishini oshirish uchun o'quv jarayoniga tilshunoslik va mamlakatshunoslikka oid bilimlarni jalb qilishdir.

Nutq qobiliyatlarini rivojlantirish ustida ishlashning samarali tamoyillaridan biri maktab o'quvchilarini o'rganilayotgan tilning xalq og'zaki ijodi bo'lmish maqol va matallari bilan tanishtirishdir. Ular o'quvchilarga o'rganayotgan til mamlakati madaniyati bilan yaqindan tanishish imkonini beradi. Ular talaba va o'quvchilarni turli xalqlarning fikr va intilishlari bir ekaniga ishontirib, ularning axloqiy tarbiyasiga xizmat qiladi. Maqol va matallarni o'rgatish talaba va o'quvchilarda ijobiy his-tuyg'ularni uyg'otadi, bu chet tilidan madaniyatlararo muloqot vositasi sifatida foydalanish motivatsiyasiga sezilarli ta'sir qiladi. Maqollarning xilma-xilligi ularni har qanday yoshdagi va har qanday rivojlanish darajasidagi o'quvchilar bilan ishlash imkonini beradi.

Bunday qisqa gaplarning chuqur mazmuni, nafaqat o'quvchilar tafakkurini rivojlantiradi, balki katta tarbiyaviy ahamiyatga egaligi bilan ham ajralib turadi. Masalan, ingliz tilini o'rganish jarayonida maqol va matallar o'quvchining lingvistik qobiliyatni rivojlantirishga yordam beradigan ekspressiv vosita sifatida xizmat qilishi mumkin.

Ta'limning turli bosqichlarida maqol va matallar turli muammolarni hal qilishga yordam beradi.

Tilning uch jihati bor: fonetik, grammatik va leksik. Birinchi darslardanoq talaffuz qobiliyatlarini shakllantirish va fonetik materialni rivojlantirish boshlanadi. Maqol va matallar xotirada mustahkam saqlanib qoladi, ularni eslab qolish undoshlar, qofiya va ritm yordamida osonlashadi. Maqol va matallardan yangi fonetik hodisani kiritishda, materialni mustahkamlash uchun mashqlarni bajarishda va uni takrorlashda hamda fonetik mashqlarni bajarishda foydalanish mumkin.

Dastlabki bosqichda nutqning tovush tomonini mashq qilish uchun maqol va matallarga murojaat qilish mumkin. Ular alohida qiyin tovushlarni, ayniqsa ona tilida mavjud bo'lmagan tovushlarni talaffuz qilishni o'rgatishga yordam beradi. U yoki bu tovushni o'z ichiga olgan alohida so'zlar va iboralar o'rniga siz sinfda maxsus tanlangan maqol va matallarni qo'llashingiz mumkin.

Keyin ikki-uch dars davomida maqol yoki matal takrorlanadi, tovushning talaffuzi tuzatiladi. Qaysi tovush mashq qilinayotganiga qarab maqol yoki matalni tanlashingiz kerak. Undosh tovushlarni talaffuz qilishni mashq qilish uchun siz quyidagi variantlarni taklif qilishingiz mumkin: tovush [z]: Easy come, easy go. yoki [v; w] tovushlarini o'rgatishda: We never know the value of water till the well is dry.

Ingliz tilida mavjud lekin o'zbek tilida uchramaydigan th harf birikmasi beradigan tovushlarni o'rgatishda They that take the sword shall perish with the sword, Where there's muck there's brass kabi maqollardan ham foydalanishingiz mumkin.

Grammatik jihatga kelsak, maqol va matallar grammatik shakl va tuzilmalarni avtomatlashtirish va faollashtirishga yordam beradi. Masalan, buyruq mayli muloqotda rag'batlantiruvchi vazifani bajaradi va uning yordamida maqollarda o'rin olgan iltimos, maslahat, taklif, tilak, ruxsat, ta'qiq, ogohlantirish kabilar etkazilishi mumkin.

Masalan: Be slow to promise and quick to perform. Don't bite the hand that feeds you. He that will thrive, must rise at five. Keep your friends close and your enemies closer. Learn to walk before you run.

Amaliyot shuni ko'rsatadiki, maqol va matal shaklida taklif etilsa, sifatlarni taqqoslash darajalarini o'zlashtirish jarayoni qiyin bo'lmaydi. Masalan: Better late than never. Many words hurt more than swords.

Fe'lning noaniq shakllari, jumladan gerundiy va sifat-dosh kabi grammatik hodisalarni o'rganishda maqol va matallar ham foydali bo'lishi mumkin: Seeing is believing. United we stand, divided we fall. A rolling stone gathers no moss Forbidden fruit is sweetest. Don't judge a book by its cover

Tilning leksik tomoniga kelsak, masalan, maqollarning eng tipik leksik-semantik xususiyati obrazlilikdir. Ularning majburiy atributi bo'lib ko'rinmasa-da, obrazlilik ko'pchilik maqollarga xosdir. Shu nuqtai nazardan qaraganda, barcha maqollarni uch guruhga bo'lish mumkin: a) to'liq obrazli: Every cloud has a silver lining (har bir bulutda kumush astar bor); Money talks. (puli borning tili bor); b) qisman obrazli: Many hands make light work (ko'pdan quyon qochib qutulmas); Don't judge a book by its cover (Kitobning muqovasiga qarab baho berma).

Maqolning ma'nosi uning shakli kabi barqarordir. Biroq, maqollar ko'pincha eng mavhum, umumlashgan, ko'chma ma'noda emas, faqat qandaydir tor ma'noda namoyon bo'ladi. Boshqacha aytganda, maqollarning dolzarb umumlashma darajasi boshqacha bo'lishi mumkin. Demak, masalan, The early bird catches the worm – erta tursa, Xudo beradi – degan maqol faqat ertalab dangasa bo'lmagan ko'p narsaga erishadi, degan ma'noni bildiradi. Man Proposes, God Disposes - inson taklif qiladi, lekin Xudo ixtiyor etadi - kabi maqollar zamondoshning fikridagi Xudoning irodasiga bog'liq, har qanday kutilmagan holatlarning haqiqiy egasi kim ekanini ifodalaydi. Maqollarga xos bo'lgan xususiyy ma'no

shundan iboratki, nutqda gap har doim o'ziga xos bo'lib, so'zlovchi tomonidan muayyan vaziyatni baholash uchun ishlatiladi.

Umuman olganda, ingliz tilini o'qitish amaliyotida maqol va maqollardan foydalanish ushbu fanni yaxshiroq o'zlashtirishga, til, lug'at va uning ishlash xususiyatlari haqidagi bilimlarni kengaytirishga yordam berishi shubhasiz. Boshqa tomondan, ularni o'rganish lingvistik, madaniy va ijtimoiy-madaniy bilimlarni oshirishga xizmat qiladi.

Bundan tashqari maqol va matallarning ifoda shakllarini ona tiliga tarjima qilish yoki muqobillarini topish zarurati tarjima mahorati va malakalarini rivojlantiradi. Maqol va matallar bilan ishlash o'quvchining maxsus lug'atlar bilan ishlashga undaydi. Maqol va matallarning keng funktsionalligi talaffuzni mashq qilish, ritmiklikni yaxshilash imkonini beradi intonatsiya qobiliyatlari, ko'plab grammatik hodisalarni faollashtirish va avtomatlashtirish, o'quvchilarning so'z boyligini boyitish, tilning tuzilishini o'zlashtirish, uning hissiy ekspressivligini his qilish, xotira va ijodiy tashabbusni rivojlantirishda ham muhim rol o'ynaydi.

Chet tili darslarida maqol va matallardan foydalanish ushbu fanni yaxshiroq o'zlashtirishga, til va uning ishlash xususiyatlari haqidagi bilimlarni kengaytirishga yordam beradi.

Xalq og'zaki ijodi elementlari orqali o'rganilayotgan til mamlakati madaniyati bilan tanishish o'quvchilarda boshqa xalqning til madaniyatiga daxldorlik hissini uyg'otadi. Tadqiqot materiallari quyidagi xulosalar chiqarishga imkon beradi: maqol va matallar nutqni bezatadi, uni aniqroq va ifodali qiladi, takrorlashdan qochishga yordam beradi. Hikmatlar va maqollar hayot tarzini aks ettiradi va ingliz tilini o'rganish uchun yorqin va ifodali manba bo'lib xizmat qiladi.

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EMBEDMENT OF GAMES IN TEACHING ENGLISH AS FOREIGN LANGUAGE

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Abstract:

The present article is devoted to investigation of different games for teaching English as foreign language. The author points the main advantages of using games in teaching process.

Key words: games, advantages, real context, authentic atmosphere, communicative skills, perception.

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Language learning is hard work ... Effort is required at every moment and must be maintained over a long period of time. Games help and encourage many learners to sustain their interest and work. Games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information.

There is a common perception that all learning should be serious and solemn in nature, and that if one is having fun and there is hilarity and laughter, then it is not really learning. This is a misconception. It is possible to learn a language as well as enjoy oneself at the same time. One of the best ways of doing this is through games. Language learning is an important task which can sometimes be frustrating. Constant effort is required to understand, produce and manipulate the target language. Well-chosen games are invaluable as they give students a break and at the same time allow students to practice language skills. Games are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation. Games are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication [3, p.35].

Games during lesson have great educational value. Games should be treated as central not peripheral to the foreign language teaching program. There are many advantages of using games: they are highly motivating and entertaining and they can give shy students more opportunity to express their opinions and feelings. They also enable learners to acquire new experiences within a foreign language which are not always possible during a typical lesson [2, p.43].

Games can make the students more focus in learning, because they do not feel that they are forced to learn.

Games can lower anxiety, thus making the acquisition of input more likely [4, p.440]. They are highly motivating and entertaining, and they can give shy students more opportunity to express their opinion and feelings. They also enable learners to acquire new experiences within a foreign language which are not always possible during a typical lesson. Games can be media that will give many advantages for teacher and the students either.

The useful of games are attract the student to learn English because it is fun and make them want to have experiment, discover and interact with their environment:

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Even shy students can participate positively.

Make your classroom a lively place through the use of attractive wall displays, displays of pupils' work, etc. language classroom is noisy with the language (English) is good because it will make the classroom more alive in English (practice).

Motivate pupils to want to learn English by using interesting and enjoyable learning activities. E.g., project work, games, drama. It means learning by playing.

Create warm and happy atmosphere where teacher and pupil enjoy working together. Teacher arranges good atmosphere in classroom and make the students interested [5].

Help pupils to develop personal reasons for learning English. For example, by encouraging out-of-school class activities, e.g. pen friends, project, reading story books.

Many experienced textbook and methodology manuals writers have argued that games are not just time-filling activities but have a great educational value. Most language games make learners use the language instead of thinking about learning the correct forms. Games should be treated as central not peripheral to the foreign language teaching program. Games to be fun but warns against overlooking their pedagogical value, particularly in foreign language teaching [1, p.67].

In the easy, relaxed atmosphere which is created by using games, students remember things faster and better. Many teachers are enthusiastic about using games as "a teaching device," yet they often perceive games as mere time-fillers, "a break from the monotony of drilling" or frivolous activities. Many teachers often overlook the fact that in a relaxed atmosphere, real learning takes place, and students use the language they have been exposed to and have practiced earlier.

Games encourage, entertain, teach, and promote fluency. If not for any of these reasons, they should be used just because they help students see beauty in a foreign language and not just problems that at times seem overwhelming.

Games have been shown to have advantages and effectiveness in learning vocabulary in various ways. First, games bring in relaxation and fun for students, thus help them learn and retain new words more easily. Second, games usually involve friendly competition and they keep learners interested. These create the motivation for learners of English to get involved and participate actively in the learning activities. Third, vocabulary games bring real world context into the classroom, and enhance students' use of English in a flexible, communicative way.

Therefore, the role of games in teaching and learning vocabulary cannot be denied. However, in order to achieve the most from vocabulary games, it is essential that suitable games are chosen. Whenever a game is to be conducted, the number of students, proficiency level, cultural context, timing, learning topic, and the classroom settings are factors that should be taken into account.

For example, learning vocabulary through games is one effective and interesting way that can be applied in any classrooms. The results of this research suggest that games are used not only for mere fun, but more importantly, for the useful practice and review of language lessons, thus leading toward the goal of improving learners' communicative competence.

There are many advantages of using games in the classroom:

1. Games are a welcome break from the usual routine of the language class.
2. They are motivating and challenging.
3. Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.
4. Games provide language practice in the various skills- speaking, writing, listening and reading.
5. They encourage students to interact and communicate.
6. They create a meaningful context for language use.

Thus, games can be a very worthwhile teaching element. A successful game is successful because for the reason that it is based on specific time allocation, it has clear relevance to the material, there is appropriateness to all members of the class, and ultimately, the enjoyment of the learners is increased through their actively engaging with the language.

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THE DEVELOPING COMMUNICATIVE SKILLS OF STUDENTS IN HIGHER EDUCATION INSTITUTIONS

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Abstract:

In today's rapidly evolving digital landscape, the integration of technology in education has become increasingly prevalent. Higher Education Institutions are continuously exploring innovative approaches to teaching and learning to meet the diverse needs of students and prepare them for the challenges of the 21st century. By examining the intersection of technology and communication, this study aims to contribute to the growing body of literature on effective pedagogical practices in higher education. Traditionally, communicative skills have been regarded as essential competencies for success in both academic and professional domains. Proficiency in communication enables individuals to express ideas effectively, collaborate with others, and navigate complex social and cultural contexts. However, the advent of digital technologies has revolutionized the way communication occurs, presenting new opportunities and challenges for educators.

Key words: collaborative, prevalent, multimedia, experience, meaningful, dimension, innovation, communication, effective, competence, perspective, negotiate, participation, individual, interaction, provide, authentic, appropriate.

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Communicative skills, encompassing verbal, written, and interpersonal competencies, are fundamental to academic success and professional advancement. Within higher education institutions, educators recognize the importance of nurturing these skills to prepare students for the complexities of the modern world.

As communication continues to evolve in the digital age, the integration of technology in education has become increasingly prevalent. It facilitates interactive and collaborative learning experiences, leveraging multimedia resources, virtual environments, and online platforms to engage students in meaningful communication practices.

Theoretical frameworks provide valuable insights into the processes and mechanisms underlying communicative skills development. Drawing upon theories from communication studies, psychology, linguistics, and education, scholars have explored various dimensions of communicative competence. Social constructivism, sociocultural theory, and activity theory offer conceptual lenses through which to understand the dynamic interplay between language, culture, and context in communicative interactions.

Previous studies have investigated the effectiveness of pedagogical interventions aimed at enhancing communicative skills in HEIs. Research findings highlight the diverse range of instructional methods, technologies, and assessment strategies employed to cultivate students' communication abilities. While some studies have reported positive outcomes associated with specific interventions, others have identified challenges such as technical constraints, digital divides, and concerns about online instruction quality. By embracing innovative teaching methods and leveraging digital technologies, educators can create engaging and interactive learning environments that promote active communication and

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collaboration. However, the rapid pace of technological change and evolving pedagogical practices necessitate ongoing adaptation and innovation.

Communication skills are foundational competencies essential for success in both academic and professional contexts. These skills encompass a broad spectrum of abilities, including verbal, written, and interpersonal communication, and are fundamental to effective collaboration, critical thinking, and problem-solving. Within higher education institutions (HEIs), the development of communicative skills is a key objective, aiming to equip students with the necessary tools to articulate ideas, engage in meaningful dialogue, and navigate diverse social and cultural contexts.

Understanding the theoretical underpinnings of communicative skills development is crucial for informing pedagogical practices and curriculum design in higher education institutions. Theoretical frameworks from communication studies, psychology, linguistics, and education offer valuable insights into the processes and mechanisms underlying communicative competence. Social constructivism, for example, posits that communication is a socially constructed phenomenon shaped by interactions with others and mediated by cultural and contextual factors. According to this perspective, communicative skills are developed through active participation in social activities, where individuals negotiate meaning and construct shared understandings.

Similarly, sociocultural theory emphasizes the role of cultural and social context in shaping communication practices. According to this perspective, language and communication are deeply embedded in sociocultural norms, values, and practices, and are acquired through social interaction within specific cultural communities. Sociocultural theory highlights the importance of providing authentic communicative experiences that reflect real-world contexts and cultural diversity, allowing students to develop communicative competence in culturally appropriate ways.

Activity theory offers another lens through which to understand communicative skills development, focusing on the dynamic interplay between individual agency, social context, and cultural artifacts. According to activity theory, communication is viewed as a purposeful activity driven by individuals' goals, motives, and intentions. By engaging students in communicative activities that are meaningful, relevant, and goal-oriented, educators can create opportunities for authentic language use and skill development.

Incorporating these theoretical perspectives into the design of communicative skills development programs in higher education institutions requires careful consideration of the underlying constructs and principles that govern effective communication. Constructs of communicative skills encompass a range of abilities, including verbal fluency, active listening, critical thinking, empathy, and cultural sensitivity. These constructs are interconnected and multifaceted, requiring a holistic approach to skill development that addresses both cognitive and affective dimensions of communication.

By integrating multimedia resources, virtual environments, and interactive tools into communicative skills instruction, educators can create engaging and immersive learning experiences that resonate with digital-native students. Blended learning models, for example, combine face-to-face instruction with online activities, allowing students to engage in synchronous and asynchronous communication and collaboration. Virtual simulations and role-playing exercises provide opportunities for students to practice communication skills in realistic scenarios, while online discussion forums and collaborative projects foster peer interaction and feedback. By harnessing the power of data analytics and artificial intelligence, educators can gain insights into students' communication strengths and weaknesses and tailor instruction accordingly. Technical constraints, digital divides, and concerns about online instruction quality pose significant barriers to effective implementation. Moreover, the rapid pace of technological change and evolving pedagogical practices necessitate ongoing adaptation and innovation.

Providing access to reliable technology and high-quality digital resources is essential for ensuring equitable opportunities for all students. Additionally, investing in professional development programs that enhance educators' digital skills and pedagogical competencies is crucial for effective implementation.

The population for this study consists of undergraduate and graduate students enrolled in various disciplines at selected higher education institutions. The population of students in higher education institutions is characterized by its diversity in terms of age, gender, socioeconomic background, academic interests, and cultural identities. Additionally, students may have varying levels of proficiency in communication skills, ranging from novice to advanced. Understanding these characteristics is essential for designing an inclusive and representative sampling strategy that captures the heterogeneity of the student population.

Given the diverse nature of the population, a purposive sampling strategy will be employed to select participants who meet specific criteria relevant to the research objectives. Purposive sampling allows researchers to intentionally select participants who possess the knowledge, experiences, and perspectives necessary to address the research questions effectively.

In summary, the population for this study comprises undergraduate and graduate students in HEIs, representing a diverse group with varying levels of experience and backgrounds. A purposive sampling strategy will be employed to select participants who meet specific criteria relevant to the research objectives, with sampling continuing until data saturation is reached. By carefully considering the characteristics of the population and implementing an appropriate sampling strategy, this study aims to capture a comprehensive understanding in enhancing communicative skills among students in higher education.

Data collection methods refer to the systematic procedures and techniques used to gather data or information for research purposes. These methods are essential components of the research process, enabling researchers to collect relevant data that can be analyzed to address research questions, test hypotheses, or explore phenomena of interest.

The findings of this study highlight the importance of adopting a holistic approach to communicative skills instruction, encompassing curriculum integration, pedagogical innovation, technology integration, assessment and feedback, faculty development, and promotion of student engagement and inclusion. By embracing evidence-based practices and strategies, higher education institutions can create inclusive, engaging, and effective communicative environments that empower students to communicate effectively, think critically, collaborate productively, and engage meaningfully.

One of the key contributions of this study lies in its synthesis of theoretical frameworks, empirical research, and practical insights to inform communicative skills development in higher education. By drawing upon diverse perspectives and sources of evidence, this study provides a comprehensive understanding of communicative skills instruction and offers actionable recommendations for educators, administrators, policymakers, and researchers.

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THE NECESSITY OF ESTABLISHING A WORLD-CLASS STANDARD TO ENHANCE THE RESEARCH AND PEDAGOGICAL SKILLS OF EDUCATORS

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Abstract:

This article discusses the significance of standards in enhancing teachers' research and pedagogical abilities. The paper emphasizes the significance of several reforms implemented in the education sector in our country. It also emphasizes the significance of legislative documents enacted to enhance teachers' competencies. The article presents instances of world-class standards to provide comprehensive knowledge for the advancement of our own standards in this context.

Key words: standard, research competence, pedagogical skills, prospective instructors, framework, professional standards for teachers.

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In recent years, numerous changes have been introduced in the field of education in our country. As a result, a set of rules and regulations has been developed and progressively implemented, specifically focused on the instruction and acquisition of foreign languages. A significant advancement in this regard is the Presidential Decision of the Republic of Uzbekistan dated December 10, 2012, titled "On measures to further improve the system of learning foreign languages," which established guidelines for learning, teaching, and assessment, thereby serving as the foundation for the implementation of the CEFR across all educational institutions in the country [1].

In the following years, the Minister of Higher and Secondary Special Education of the Republic of Uzbekistan promulgated the "State Educational Standard of Higher Education" on October 19, 2021. Decision No. 35-2021 regarding the ratification of the State Standard of the Republic of Uzbekistan has been approved. This document delineates the essential criteria for the quality of personnel training, educational content, necessary knowledge levels for student training, overarching qualification standards for higher education graduates, educational workload, and the processes and mechanisms for evaluating the quality of institutional activities and personnel training. State educational standards are essential documents that regulate the educational process, the functioning of educational institutions, personnel, and the assessment of the quality of textbooks and study guides (including qualification requirements for undergraduate courses and master's programs, curricula, training programs, etc.), acting as the basis for development [2].

Consequently, according to the aforementioned legislative instruments, significant efforts are being undertaken in our nation to implement state education requirements and enhance the quality of staff. Nevertheless, it must be noted that these texts primarily pertain to obligatory criteria for the education of graduates. We believe it is essential to establish a distinct state educational standard for educators, outlining the requisite degree of professional competence and the expectations for doing research and ongoing self-improvement. To this end, we examined the criteria established according to the requisite professional skills and research competencies of educators and prospective instructors within

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the educational frameworks of different industrialized nations. Prior to examining these standards, we sought to highlight the dictionary definition of the term “standard”.

The etymology of the term standard traces back to Old French. In Old French, “standarde” or “estandard” signifies “meeting place, battle flag,” which evolved into Middle English as “standard,” “stander,” and “standere,” meaning “flag, banner.” [3] The oldest recorded use of the term standard originates from the Middle English era (1150-1500). The Oxford English Dictionary records the oldest evidence of this term from 1160 in the Anglo-Saxon Chronicle [4].

In contemporary English, the term “standard” has many definitions: 1) a quality or degree of performance; 2) a mandated or accepted quality or level of success; 3) a criterion or model used for comparative assessment [5].

Concerning the research capacity of prospective professionals, the focus of our dissertation, there are various global standards that emphasize the roles of educators and research. Simultaneously, these standards are characterized by their primary focus on the personal and professional abilities inherent to educators.

One of these criteria is the Core Teaching criteria and Learning Process Model for Teachers established by the Council for Teacher Evaluation and Support of the Interstate Council of Public School Employees. Established in 2013, the InTASC standards are categorized into four primary groups: Student and Education; proficient understanding of science; instructional abilities and professional accountability [6]. This document encompasses 10 standards:

- Student development;
- Learning differences;
- Learning environments;
- Comprehensive knowledge of scientific content;
- Application of content;
- Assessment;
- Instructional planning;
- Educational methodologies;
- Professional education and ethical conduct;
- Leadership and collaboration.

Each of these standards places a special emphasis on the conduct of research by educators.

An additional significant benchmark was established in Australia, known as the Australian Professional Standards for Teachers, which was endorsed by the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA - now the Education Council) in 2009. began in The Australian Institute of Education and School Leadership (AITSL) assumed responsibility for approving and completing the standards in July 2010. The Education Council adopted the Australian Professional Standards for Teachers in December 2010. This standard has seven requirements, which are as follows:

- Standard 1. Understanding students and their learning processes;
 - Standard 2. Proficiency in science content and pedagogical methods;
 - Standard 3. Strategic planning and execution of effective teaching;
 - Standard 4. Establishing and sustaining a supportive and secure educational environment;
 - Standard 5. Evaluating, delivering feedback, and reporting on student progress;
 - Standard 6. Participating in ongoing professional development;
 - Standard 7. Interacting professionally with colleagues, parents, and the community
- [7].

This requirement stipulates that every educator must engage in research.

Estonia established professional standards for educators in 2013, in collaboration with the Ministry of Education and Research and the Vocational Education Council. These criteria are revised and enhanced every few years. These criteria are designed to ensure the successful integration of high-quality instruction, professional development, research, and innovation into education. The Estonian system categorizes instructors into many tiers of professional ability, each possessing distinct attributes. It categorizes teachers into four classifications: Teacher (Level 6), Teacher (Level 7.1), Senior Teacher (Level 7.2), and Master Teacher (Level 8). The standard established for each level specifies the abilities and traits required of the instructor based on the respective level [8].

This standard has three components: 1) Job description; 2) Qualification criteria; 3) General information and application procedures. The qualification requirements specify the necessary competencies for teachers, which include:

- Student support;
- Planning of educational activities;
- Teaching;
- Reflection and professional self-development;
- Cooperation and guidance;
- Participation in development, creative, and research activities;
- Management.

The Skilled Teacher (Level 8) designation is conferred upon an educator who, alongside teaching, engages in developmental and creative initiatives inside their school and outside, while also collaborating closely with a higher education institution. Upon analyzing the criterion for this level, we noted that it stipulates a proficient educator must possess research competence.

Consequently, it may be inferred that there is a need to establish criteria for the capabilities of educators inside the school system. Considering that state educational standards primarily focus on the qualifications for graduate preparation, the development of a distinct standard for educators, grounded on global benchmarks, is a pressing concern. Research competence, which we designate as a focal point of our efforts, is a crucial ability in the teaching profession. Pedagogues must proficiently use research concepts in their practices and possess research competency, methodologies, as well as abilities in data collecting and analysis. Establishing a standard for educators in our nation that aligns with global benchmarks is a pressing concern today.

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ПРИМЕНЕНИЕ ЭФФЕКТИВНЫХ ПРИЁМОВ ОБУЧЕНИЯ В ПРЕПОДАВАНИИ РУССКОГО ЯЗЫКА В НАЦИОНАЛЬНЫХ ГРУППАХ УНИВЕРСИТЕТА

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Аннотация:

В данной работе анализируется специфика обучения русскому языку в неязыковых группах университета в свете современных требований, проблема выявления и постановки цели и задач в формировании навыков письма и чтения на русском языке, дидактические и методологические аспекты отбора содержания текстов профессиональной направленности в национальных группах университета. В связи с этим необходимо менять современную образовательную модель, особо обращая внимание на обучение речевой деятельности.

Ключевые слова: тексты, методика, формирование, проблема, обучение, процесс, преподаватель, воспитание, знание, чтение, речевая деятельность.

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Мы живем в XXI веке – веке глобализации и ускоренного развития всех отраслей, в том числе и образовательно-воспитательной области. В настоящее время современный образовательно-воспитательный процесс включает в себя различные виды обучения: личностно-ориентированное, интегрированное, проблемное, модульное, дифференцированное, инклюзивное, уполномоченное и другие. Все вышеуказанные виды обучения научно обоснованы и служат формированию и развитию гармонично развитого и интеллектуально богатого поколения.

Современная методика преподавания учебных предметов предлагает вниманию образовательных учреждений и преподавателей всесторонне и концептуально обоснованную методику, методы, приемы, которые апробированы в течение долгого времени в различных образовательных учреждениях разных стран. Но, учитывая своеобразный наш менталитет, культуру воспитания и обучения, каждый преподаватель может выбирать из вышеперечисленных методов и методик, применяемых конкретно в его педагогической деятельности. Каждый преподаватель, если он, конечно, по призванию преподавателя и мастер своего дела, прекрасно знает свое дело.

Поэтому, учитывая возрастные, физиологические, физические, психологические и другие особенности развития, преподаватель имеет право использовать конкретные, доступные обучающимся и, гарантирующие конкретные результаты, методы и приемы обучения.

Ниже мы рассмотрим некоторые актуальные проблемы преподавания русского языка на первых курсах, в узбекских группах университета и некоторые пути их преодоления. Как известно, предмет русский язык в узбекских группах, преподается один год. Учитывая особенное различие узбекского и русского алфавита, это было определено в программе ГОСОСО.

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На первом курсе, с целью мотивации учащихся к получению новых знаний на русском языке и успешного усвоения русского алфавита, желательно было бы использовать различные мультимедийные средства обучения, аудио - визуальные четверостишия, с последующим их заучиванием, которые закрепляют материал по темам «Звуки и буквы».

В группах с узбекским языком обучения еще одним из актуальных проблем преподавания русского языка является развитие техники чтения и орфографической грамотности учащихся. Чтобы учащиеся правильно читали, комментировали, поняли прочитанный материал, нужно с терпением работать с ними. Эти проблемы возникают всегда, так как в русском языке специфические правила расстановки ударений: разноместность и подвижность, фонетическое чередование и редукция, твердость и мягкость согласных звуков.

Чтобы решить такую проблему, предлагаем использовать следующие занимательные игры, которые мы считаем доступными и мотивирующими учащихся к изучению нового материала.

Например: «Чтение по цепочке», «Чтение по зигзагу».

По учебной программе даются специальные тексты. Например «Ташкент-столица Узбекистана». Делим группу на команды. Можно по рядам и начинаем игру.

«Чтение по цепочке» - это работа по связному тексту. Каждый студент, по - очереди, читает по одному предложению из текста быстро, четко, ясно: в целом, прочитанный текст должен быть как одно целое, без длительной остановки. Принципы: не перебивать, не останавливать, не исправлять допущенные ошибки в ходе чтения. А только после чтения текста делать замечания, потом исправлять ошибки и сделать выводы. Такая работа помогает развить быструю реакцию, технику чтения, учит студентов к коллективной работе.

Учащиеся должны обязательно читать на каждом уроке по принципу «Чтение по зигзагу» или «Чтение по цепочке». При такой работе гарантировано развитие техники чтения, зрительной и слуховой памяти учащихся одновременно.

Еще одна из актуальных проблем на уроках русского языка в узбекской группе – это обогащение словарного запаса учащихся, которая считается основной целью занятия. По требованиям ГОСОСО студент первого курса должен иметь словарный запас в объеме 2500 слов. Традиционная словарная работа: перевод, подбор синонимов, антонимов, составление словосочетаний и предложений дает ожидаемые результаты только на короткое время, точнее на данном этапе занятия. Многие студенты на следующий урок почти забывают эти слова, так как часто эту работу проводит сам преподаватель на доске, устно опрашивая студентов. Учащимся остается только их переписать, составить вместе с преподавателем простые предложения и закрепить только на данном уроке. В данный момент занятия обязательно нужно включить разные занимательные игры, помогающие развить память учащихся.

Например: игра «Ёлка» или «Дерево». Эту игру можно проводить фронтально, в форме соревнования или попарно. Если группа разделить на две команды и предлагать им украсить елку словами-украшениями на определенную тему, соблюдая принципы «Кто быстрее» и «Кто больше», будет гарантирован отличный результат. Учащиеся по - одному из каждой команды будут выходить к доске, и написать слова: левая сторона картинки – первой команде, правая сторона – для второй команды.

Это игра сильно отличается от «Кластера» - набора слов, потому что в данной игре слова должны подбираться таким образом, чтобы, используя их можно было составить сначала простые предложения, а затем в конце получился целый текст на определенную тему. При такой работе формируется и развивается быстрая реакция, чувства дружбы, взаимоподдержки, уважения коллектива. Учащиеся легко запоминают не только новые слова, но и целый текст.

Примерно получается такой мини-текст: Узбекистан – наша родина. Столица Узбекистана – Ташкент. Территория Узбекистана 447, 7 млн. кв. км. Население Узбекистана – 37 миллионов. Древние города Узбекистана – Самарканд, Бухара, Хива. Символы Узбекистана – герб, гимн, флаг. Узбекистан- многонациональная страна. Земля- щедрая, богатая.

Игра «Исследователь» тоже хорошо помогает учащимся при обогащении словарного запаса. Это очень интересная и доступная игра в любой группе и на любом этапе урока. Преподаватель на доске напишет разбросанные буквы слова, предлагает образовать слова, используя только данные буквы. Условие игры: кто быстрее и больше всех образует слова. (Буквы можно разрезать из разных цветных бумаг). В целях мотивации задание усложняется (учитывая знания, навыки и умения студентов определенных групп, образовать только имена существительные или только глаголы) и дается определенное время для выполнения задания.

К, Я, П, Н, М, Т, О, Г, А, С, И, Ь, Л.

Сила, нос, сон, сто, ось, гол, лось, лань, соль, нить, слон, стон, стол, стиль, гость, ось, гол, лот, тон, нота, лист, стая, гнать, гонять, таял, ком, стоял, гонял... Можно образовать более 40 слов.

Другие слова для игры: Страна, Узбекистан, студент, староста, транспорт и т. д.

В последнее время очень низко упала орфографическая грамотность учащихся, что считается еще одной наиболее болезненной проблемой преподавания русского языка в национальных группах. В целях преодоления такой проблемы, мы предлагаем систематически использовать на уроках орфографические занимательные игры. В целях развития орфографической грамотности на уроках русского языка проводятся разные виды диктантов, списывания, выполнения письменных упражнений, дающие положительные результаты. Наряду с ними можно предлагать вниманию учащихся следующие игры.

Например: «Предложение на одну букву» - условие игры таково: преподаватель предлагает составить самое длинное предложение на одну из букв алфавита, например «М» или любую другую. Работу можно выполнять фронтально в тетрадах, в малых группах на доске в форме соревнования, как парная работа на листочках. При такой работе развивается логическое и творческое мышление, орфографическая грамотность, быстрая реакция.

Образец: Со скуки сплетничала с соседями. Дамир дёргал дверь. Хомяк хрумкал хурму. После плавания пошли погулять в парк. Моя мама Мадина Мурадовна – младшая медсестра. Моя маленькая машина малолитражка MINI меньше Мерседеса. Старик столярничал, строил сараи. Сестра сшила себе сарафан. Старшая сестра Салима сшила средней сестре и себе сиреневый сарафан. Боб-бегун бежал быстро.

Преподаватель на занятиях должен стать ведущим – направляющим. Готовясь к уроку, подбирая необходимый занимательный материал, обязательно учитывая особенности обучающихся, преподаватель должен создать атмосферу дружелюбия и взаимопонимания. Учащиеся должны получать огромное удовольствие, учась к новым знаниям и запоминать пройденный материал на всю жизнь. Отсюда возникает новый принцип обучения: «Научиться на всю жизнь». Если только умелый модератор, любящий свое дело, будет заниматься обучением и воспитанием подрастающего поколения, если он сумеет зажечь учащихся, пробудить в них интерес к своему предмету, то тогда действительно дают положительные результаты и новые педагогические технологии, и новые методы, и новые приемы.

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ISPAN TILI BO'YICHA IJTIMOYIY-MADANIY KOMPETENTLIKNI RIVOJLANTIRISH UCHUN ART-TERAPIYA USULLARIDAN FOYDALANISH

A. Tkacheva ¹

Annotatsiya:

Maqolada art-terapiyaning ispan tilini o'rganayotgan talabalarning ijtimoiy-madaniy kompetentligini oshirish usuli sifatida ahamiyati haqida so'z boradi. Unda talabalarning hissiy intellektini rivojlantirishga qaratilgan turli xil art-terapevtik vazifalar va tadbirlar ko'rib chiqiladi. Yuqoridagi misollar talabalarga ispanzabon mamlakatlarning madaniy xususiyatlarini chuqurroq anglashga, shuningdek, madaniyatlararo muloqot ko'nikmalarini rivojlantirishga yordam beradigan ijodiy o'qitish usullarini ko'rsatadi.

Kalit so'zlar: art therapy, socio-cultural competence, intercultural communication, innovative teaching technologies, Spanish culture, development of creative abilities.

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Globalashuv va jahon madaniyatlarining integratsiyasi sharoitida ta'lim nafaqat bilimlarni uzatish jarayoniga, balki talabalarda madaniyatlararo savodxonlik va ijtimoiy-madaniy kompetentlikni shakllantirishning muhim vositasiga aylanadi. Ushbu holat chet tillarini, shu jumladan dunyodagi keng tarqalgan va muhim tillardan biri bo'lgan ispan tilini o'rganish uchun alohida ahamiyatga ega. Ijtimoiy-madaniy kompetentlik ko'p millatli muhitda samarali muloqot qilish uchun zarur bo'lgan madaniy elementlarni tahlil qilish, talqin qilish va to'g'ri ishlatish qobiliyatini o'z ichiga oladi.

Art-terapiya psixo-emotsional holatni yaxshilash uchun badiiy va ijodiy amaliyotlardan foydalanishga asoslangan usul sifatida ta'lim muassasalarida tobora ko'proq qo'llanilmoqda. Bunday faoliyat talabalarning o'zini namoyon qilish, tanqidiy fikrlash va hissiy intellektini rivojlantirishga yordam beradi. Tadqiqotlar shuni ko'rsatadiki, art-terapevtik yondashuvlar orqali ijtimoiy-madaniy kompetentlikni rivojlantirishga sezilarli ta'sir ko'rsatishi mumkinligi o'quvchilarga madaniy tafovutlar va o'xshashliklarni chuqurroq anglash, odatiy stereotiplardan tashqariga chiqish va empatiyani rivojlantirishga imkon beradi [1,4,5].

Ushbu maqola ispan tilini o'rganayotgan universitet talabalarida ijtimoiy-madaniy kompetentlikni rivojlantirish uchun art-terapiya usullarini qo'llash imkoniyatlarini o'rganishga qaratilgan. Ishimiz davomida art-terapevtik amaliyotlarni o'quv jarayoniga qanday qilib integratsiya qilish mumkinligi ko'rib chiqiladi, shuningdek, talabalarning madaniy idrok va madaniyatlararo muloqot darajasiga ta'siri tahlil qilinadi. Ushbu mavzuni ko'rib chiqish ham nazariy, ham amaliy ahamiyatga ega bo'lib, O'zbekistonning oliy o'quv yurtlarida o'qitishning yangi usullarini ishlab chiqish va o'quv jarayoni sifatini yaxshilashga yordam beradi.

Ijtimoiy-madaniy kompetentlik ma'lum bir til muhitiga xos bo'lgan madaniy kodlar, urf-odatlar va me'yorlarni bilishni, shuningdek, ushbu bilimlarni madaniyatlararo muloqot jarayonida qo'llash qobiliyatini o'z ichiga oladi. Ispan tilini o'rganish kontekstida nafaqat til ko'nikmalarini o'zlashtirish, balki ispanzabon mamlakatlarning madaniy xususiyatlari va voqeliklarini chuqur tushunish ham muhimdir. Aynan shu jihatda art-terapiya o'qituvchilar va talabalar uchun qimmatli vosita bo'lishi mumkin.

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Art-terapiya ijodiy ifodaga asoslangan jarayon sifatida talabalarga nafaqat til ko'nikmalarini rivojlantirish, balki o'z his-tuyg'ularini ispan madaniyati bilan bog'liq madaniy mavzularda ifoda etish imkoniyatini beradi. Tasvirlar, tovushlar yoki harakatlar bilan ishlash orqali talabalar an'anaviy o'quv dasturlaridan tashqarida qoladigan madaniy kontekstlarni o'rganishlari mumkin. Masalan, madaniy tadbirlar yoki urf-odatlariga bag'ishlangan kollajlar yaratish (Flamenko kontsertlari, ispan bayramlari, milliy taomlar va boshqalar) o'quvchilarga nafaqat o'rganish, balki madaniy jihatlarni boshdan kechirish va talqin qilish imkonini beradi.

Art-terapiya usullarini qo'llash orqali talabalar o'zlarining madaniy me'yorlari va ispan an'analari o'rtasidagi farq va o'xshashliklarni anglay boshlaydilar. Masalan, dramatisatsiya mashqlari va rolli o'yinlar orqali talabalar imo-ishora tili, ohang va ekstralingvistik belgilarning ahamiyatini yaxshiroq tushunishlari mumkin. Natijada, jarayon ishtirokchilari madaniy tushlarga nisbatan sezgir bo'lib, turli xil madaniy kontekstlarga moslasha oladilar.

Bundan tashqari, art-terapevtik mashg'ulotlar o'ziga xoslik, ijtimoiy me'yorlar va stereotiplar kabi ijtimoiy-madaniy mavzularni muhokama qilish uchun platforma bo'lib xizmat qilishi mumkin. Ijodiy topshiriqlar bilan boshlangan ushbu munozaralar ispanzabon mamlakatlarning madaniy muhitini tushunishni rivojlantirishga yordam beradi. Masalan, musiqiy matnlarni tahlil qilish, ularning mazmuni va jamiyatga ta'sirini muhokama qilish talabalarni ijtimoiy masalalar va madaniyat va tilning o'zaro bog'liqligi haqida o'ylashga undashi mumkin.

Shunday qilib, ispan tilini o'rganish uchun art-terapevtik usullarni o'quv jarayoniga integratsiya qilish nafaqat an'anaviy ta'limni boyitibgina qolmay, balki ijtimoiy-madaniy kompetentlikni shakllantirishga faol hissa qo'shadi. Ushbu usullar o'z-o'zini ifoda etish va madaniy almashinuvga yo'l qo'yib, talabalarga atrofdagi dunyoning xilma-xilligiga moslashuvchan, ochiq va sezgir bo'lishga imkon beradi.

Art-terapiya ispan tilini o'rganayotgan talabalar orasida ijtimoiy-madaniy kompetentlikni rivojlantirishga moslashtirilishi mumkin bo'lgan turli xil ijodiy va badiiy topshiriqlarni taklif etadi. Quyida o'quv jarayoniga samarali tarzda qo'shilishi mumkin bo'lgan faoliyatning aniq misollari keltirilgan.

T/r	Tadbirlarning nomi	Amalga oshirish mexanizmi
1	Madaniy tadbirlarni chizish	Topshiriq: talabalar ispanzabon mamlakatdan muhim madaniy tadbirni tanlaydilar (masalan, Meksikadagi "Dia de los muertos" yoki Ispaniyaning Pamplona shahridagi "San Fermin" bayrami) va ushbu tadbirning asosiy elementlarini aks ettiruvchi plakat yaratadilar. Chizmalar ramzlar, an'anaviy liboslar, oziq-ovqat va tadbir atributlarini o'z ichiga olishi mumkin. Maqsad: ushbu topshiriq talabalarga tanlangan tadbirning madaniy xususiyatlarini o'rganish, vizual ifoda ko'nikmalarini rivojlantirish imkonini beradi.
2	Kollaj yaratish	Topshiriq: talabalar ispan madaniyati haqidagi shaxsiy tasavvurlarini aks ettiruvchi kollaj yaratadilar. Jurnal materiallari, fotosuratlar, rasmlar va matnlardan foydalangan holda talabalar o'rganilayotgan madaniyat haqida o'z fikrlari va his-tuyg'ularini ifoda etadilar. Maqsad: ushbu topshiriq talabalarga ispan tilidagi madaniyatlarni qanday qabul qilishlarini tushunish, o'z g'oyalarini asl madaniy amaliyotlar bilan moslashtirish imkoniyatini beradi, hamda madaniy stereotiplarni muhokama qilish uchun asos bo'lib xizmat qilishi mumkin.

3	Musiqiy kompozitsiya	Topshiriq: talabalar an'anaviy ispan tilidagi musiqa janrlarini (masalan, flamenco, mariachi, Reggaeton) o'rganadilar va mavjud vositalar yoki raqamli dasturlardan foydalangan holda qisqa musiqiy kompozitsiyani yaratadilar. Ish jarayonida talabalar ushbu janrlarning tegishli mamlakat madaniyatidagi ahamiyatini muhokama qiladilar. Maqsad: ushbu topshiriq talabalarga nafaqat ijodkorlikni rivojlantirishga, balki madaniy o'ziga xoslik, musiqa bilan bog'liq individual va ijtimoiy jihatlarni tushunishga yordam beradi.
4	Rolli o'yin	Topshiriq: talabalar odatiy madaniy kontekstga asoslangan stsenariyni tanlaydilar yoki yaratadilar (masalan, ispan restoraniga tashrif yoki oilaviy uchrashuv). Dramatizatsiya vositalaridan foydalanib, ular an'anaviy me'yorlar va urf-odatlar elementlarini qo'shib sahnalarni ijro etishadi. Maqsad: ushbu faoliyat talabalarga turli vaziyatlarda shaxslararo muloqot va tildan foydalanish amaliyotida madaniy me'yorlarning ahamiyatini tushunishga yordam beradi.
5	Fotosuratlar loyihasi	Topshiriq: talabalar ispanzabon mamlakatlarda milliy taomlar, bayramlar, kundalik hayot va boshqalar kabi jihatlarni aks ettiruvchi fotosuratlarini to'playdilar. Maqsad: ushbu vazifa vizual idrok etish ko'nikmalarini rivojlantiradi, madaniy jihatlarni muhokama qilishga yordam beradi va amaliy mashg'ulot orqali til bilimlarini chuqurlashtiradi.
6	Teatr tomoshasi	Topshiriq: talabalar ispan adabiyoti yoki folkloriga asoslangan qisqa sahnalarni yaratadilar va taqdim etadilar. Jarayon birgalikda ssenariy yozish va musiqiy bezakni tanlashni o'z ichiga olishi mumkin. Maqsad: ushbu vazifa nafaqat tilni bilish ko'nikmalarini takomillashtiradi, balki ijtimoiy-madaniy kompetentlikni rivojlantirishga yordam beradigan ispan madaniyatida mavjud bo'lgan qadriyatlar va mavzular to'g'risida xabardorlikni oshiradi.

Ushbu art-terapevtik topshiriqlar talabalarni ispan madaniyatlarini o'rganishga faol jalb qilishga yordam beradi va ularga madaniy kodlarini yangi haqiqatlar bilan moslashtirish orqali ijtimoiy-madaniy kompetentlikni rivojlantirishga yordam beradi. Bunday faol va ijodiy yondashuvlar nafaqat o'quv jarayonni yanada qiziqarli qilishi, balki o'rganilayotgan materialni chuqur tushunish va yaxshiroq eslab qolishga yordam beradi.

Umuman olganda, art-terapiya ispan tilini o'rganayotgan talabalarning ijtimoiy-madaniy kompetentligini rivojlantirish uchun noyob imkoniyatlarni taqdim etadi. Ijodiy o'qitish usullarini qo'llash nafaqat til ko'nikmalarini yaxshilashga, balki ispan jamiyatlarining madaniy kontekstlari, me'yorlari va qadriyatlarini chuqur tushunishga yordam beradi [1,3]. Vizual san'at, musiqa va dramaturgiya amaliyotlari orqali talabalar tanqidiy fikrlash, hissiy intellekt va madaniyatlararo sezgirlikni rivojlantirishlari mumkin.

Art-terapevtik usullar o'quvchilarga o'zlarini ifoda etish va madaniy almashinuv uchun makon yaratib, an'anaviy ta'lim yondashuvlaridan tashqariga chiqishga imkon beradi [2]. Ijodiy faoliyat bilan shug'ullanadigan talabalar farqlarga ochiqroq va madaniy idrokida boyroq bo'lishadi. Ushbu jarayonlar nafaqat o'rganilayotgan til va madaniyat o'rtasidagi

aloqani mustahkamlaydi, balki ispan tili sohiblari bilan muloqot qilishda ishonchni shakllantiradi.

Shunday qilib, art-terapiya ispan tilini o'qitishda kuchli vosita bo'lib, ijtimoiy-madaniy jihatlarni o'rganish uchun yangi zamin yaratadi, hamda til va madaniyatni chuqurroq va mazmunli tushunishni shakllantirishga yordam beradi. Bunday usullarni o'quv jarayoniga kiritish o'rganish jarayonini yanada integratsiyalashgan, qiziqarli va samarali qiladi.

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ПРИМЕНЕНИЕ ИННОВАЦИОННЫХ ТЕХНОЛОГИЙ В ПЕДАГОГИЧЕСКОЙ СИСТЕМЕ

Атавуллаева С.Ж.¹, Кодирова З.А.²

Аннотация:

В данной работе рассматривается правильное и целесообразное применение инновационных технологий в педагогической практике. Также излагается о роли использования новейших технологий, приведены высказывания известных педагогов о важности использования инновационных технологий. Рассматриваются элементы педагогической системы.

Ключевые слова: инновационные технологии, педагогика, образование, воспитание, учебный процесс, элемент, знания, обучение, содержание.

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Сегодня воспитание молодого компетентного поколения, являющегося основой развития Узбекистана, на высоком уровне знаний и нравственности становится одним из приоритетных задач государственной политики. При реализации этих работ особое значение имеет и то, чтобы профессорско-преподавательский состав, работающий в высших учебных заведениях, имели достаточную профессиональную квалификацию, работали над собой, в совершенстве владели иностранными языками, были в курсе передового опыта мировой педагогики. Инновационные технологии в педагогической системе становятся частью современного образования. Учебный процесс нужно организовать так, чтобы каждый юноша или девушка, обучающиеся в этом учебном заведении, приобрели не только специальность в той или иной профессиональной сфере, но и развивались физически и духовно, активно участвовали в жизни общества и страны. Своими знаниями, духовностью, культурой они должны учиться и работать на благо свободной и процветающей Родины. Именно молодежь для нас является главной дорогой развития нового Узбекистана. Новейшие технологии открывают новые горизонты для учащихся и преподавателей, создавая возможности для обучения и повышения эффективности занятий.

Наука о направлениях развития и инновациях педагогики играет важную роль в развитии профессиональной компетентности педагога. Можно наблюдать процесс больших изменений в современной педагогической системе. Не будет преувеличением сказать, что новые, уникальные инновации охватили все сферы образования. Ключевым аспектом инновационных технологий является их способность адаптироваться под различные стили обучения. Подласий И.П. в своем педагогическом учении говорил: «Инновация – это идея, процесс, совокупность ориентиров и результатов, педагогическая система, формируемая путём соединения как ориентиров, так и результатов в целом».

Мы знаем, что изменения педагогической системы - очень сложный процесс. Педагогическая система состоит из тесно связанных между собой элементов:

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первый - начало обучения;

второй - цель образования (общего и частного);

третий – содержание образования;

четвёртый – процессуальное образование (воспитание и воспитание);

В.П. Беспалько определил, что пятый элемент – оснащённость (техническими средствами); шестой – организационная форма воспитательной работы. (2) Для того, чтобы результаты образования были на том уровне и качестве, которые мы хотим, необходимым направлением педагогической системы является усиление педагогики. Мы должны стремиться обеспечить этот процесс.

Мы можем достичь цели в образовании, если будем стремиться повысить интеллект учащихся, повысить их базовый уровень знания, параллельно навыки и умения, которые уже есть, сделать их еще сильнее. Чтобы вывести учащихся в образовании на высокий уровень, необходимо обогатить содержание образования радикальными новациями. Только потом нужно формировать образовательные процессы, т.е. формирующие критерии. Для того, чтобы поднять учебный процесс на более высокий уровень, прежде всего, необходимо добиться того, чтобы педагогическая деятельность и уровень специализации наших педагогов были на самом деле высококвалифицированного уровня. Использование мультимедийных ресурсов, таких как видеоконференция, интерактивные приложения и образовательные игры, делает процесс познания более увлекательным и динамичным. Это позволяет учащимся не только усваивать материал, но и развивать критическое мышление, креативность и навыки сотрудничества. Кроме того, аналитические инструменты, основанные на больших данных, помогают педагогам оценивать прогресс учащегося. Выявлять направления для улучшения учебного процесса под специфические потребности каждого обучающегося. Тогда только мы сможем достичь высоко технологического обучения, основанного на всех инновационных методах, стратегиях и организационным формам воспитательной работы. И только тогда, обновляются сразу все направления образовательного процесса.

Но, любой опытный педагог вам скажет, что невозможно внедрять все инновации сразу, во все направления образовательного процесса. Необходимо подойти к этому вопросу с критической точки зрения, постепенно и медленно, тщательно изучить реформы, проверить в необходимости этого изменения, а затем подумать о следующем шаге. Инновационные технологии, в сочетании с традиционными методами, формируют гибкую и развивающуюся образовательную среду, способствующую всестороннему развитию личности и подготовке вызовам будущего.

Эксперименты показывают, что каждое внедрённое нововведение даёт худший результат, чем предыдущие методы. Успехи, если таковые имеются, являются результатом упорного труда или сильной инициативы. Поэтому, думая о представлении новой технологии, прежде всего, не следует забывать о том, что нужно «отмерить семь раз и отрезать один раз». Неорганизованные новые технологии вредны на занятиях. Стратегия инновационной деятельности требует долгосрочного изучения и обучения проблемы, ради светлого будущего образовательных учреждений. Конечно, для решения этой проблемы необходимо стремиться к изменению как внутреннего, так и внешнего направления высшего учебного заведения. Принятия идей, ценностей, интеллектуального и личного развития педагога, создание творческой среды, хорошая работа. Желаемый результат может быть достигнут только при условии создания интеллектуально-личностного развития и творческой среды.

Одним из значительных преимуществ инновационных технологий является возможность интеграции глобального опыта в образовательный процесс. Учащиеся могут обмениваться знаниями и культурным опытом. Обмен происходит с ровесниками из других стран, что расширяет их мировоззрение и способствует

формированию межкультурной среды. Многие онлайн платформы и сетевые сообщества позволяют реализовать совместные проекты. Эти проекты тоже обогащают учебный процесс.

Например, среди существующего опыта обеспечения эффективности образовательного процесса особое место занимает кооперативная педагогика. Ведь она служит развитию личностных способностей, развитию определенного качества, в том числе интеллекта, обеспечению познавательной деятельности, созданию возможности обучения на основе взаимного сотрудничества в парах, малых группах и командах. В то же время эти технологии эффективно используются в образовательных учреждениях республики. Поэтому важной задачей является создание необходимых условий для возможности эффективного использования передовых педагогических инноваций в профессиональной деятельности. Это не только облегчает нагрузку на преподавателей, но и помогает учащимся глубже погрузиться в изучаемую тему, повышая уровень мотивации и заинтересованности. И наконец, важно отметить роль инновационных технологий в подготовке будущих специалистов. Современные студенты должны уметь эффективно использовать цифровые инструменты и адаптироваться к быстро меняющимся условиям труда. Дисциплинарные подходы, основанные на инновационных технологиях, не только облегчают образовательный процесс, но и формируют компетенции, необходимые для успешной карьеры. Кроме того, студенты имеют возможность получать знания от ведущих экспертов со всего мира.

Новейшие инновационные технологии также способствуют развитию критического мышления. Использование виртуальной реальности позволяют создавать интерактивные учебные среды, в которой студенты могут экспериментировать, исследовать и разрабатывать решения к поставленным задачам. Это и делает обучение более увлекательным и стимулирует развитие навыков, которые будут востребованы в будущей профессии. Инновационные технологии герметизируют традиционные границы обучения и позволяют каждому желающему обогащать свои знания в выбранной ими специальности. Это открывает новые горизонты для саморазвития и профессионального роста студента. Также нужно отметить, что внедрение инновационных технологий в образовательный процесс способствует формированию сообщества студентов и преподавателей. Эти сообщества готовы делиться опытом, поддерживать друг друга и работать над ошибками. Эта связь может превратиться в значимое профессиональное отношение, которое хорошо влияет на карьерный рост участника.

По мнению наших основоположников теоретической педагогики, анализ современного процесса мышления психологов и педагогов о том, что смешивание разных инновационных педагогических технологий, начинаются с проблематичной ситуации, неожиданного развития и увлечения, близкие к действительности. В условиях обучения именно психическое, эмоциональное состояние человека выступают особым толчком к мышлению и интеллектуальным исследованиям. Проблемная ситуация приводит к конкретным условиям воспитания, которые организуются и обозначаются теми же педагогическими средствами, как инновационные технологии. Поэтому, необходимо разрабатывать специальные методы создания таких ситуаций, исходя из особенностей испытуемых.

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YAPON TILI IYEROGLI FLARNI ZAMONAVIY MULTIMEDIA VOSITALARI MUHITIDA O'QITISH TEXNOLOGIYASI

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Annotatsiya:

Ushbu maqolada yapon tilini o'qitishda zamonaviy multimedia texnologiyalari va tarmoq vositalaridan foydalanishning afzalliklari va ahamiyati haqida so'z yuritiladi. Maqolada, an'anaviy ta'lim usullarining yapon tilidagi iyerogliflarni o'rganishda samaradorligi yetarli emasligi, multimedia vositalarining esa bu kamchiliklarni bartaraf etishda muhim rol o'ynashi haqida aytiladi. O'quv jarayonida multimedia texnologiyalari yordamida talabalar bilimlarni mustaqil qidirib topish, tahlil qilish va xulosalar chiqarishga o'rgatiladi, bu esa ularning til o'rganishga bo'lgan qiziqishini oshiradi. Maqolada, shuningdek, multimedia yordamida iyerogliflarni o'qitishning samaradorligi, vizual tasvirlar, audio-video materiallar va interaktiv platformalar yordamida til o'rganish jarayonini qanday qilib qiziqarli va samarali qilish mumkinligi haqida batafsil ma'lumot berilgan. Maqola yapon tili ta'limini takomillashtirish bo'yicha takliflar va yangi o'qitish modellarini yaratish zarurligini ta'kidlaydi.

Kalit so'zlar: yapon tili, iyerogliflar, multimedia texnologiyalari, ta'lim, interaktiv o'qitish, tarmoq yordamida o'qitish, an'anaviy ta'lim, aralash ta'lim, motivatsiya, ta'lim islohoti.

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Hozirgi kunda zamonaviy ta'limning tezkor rivojlanishi bilan birgalikda chet tilini o'rganishga bo'lgan qiziqish yanada ko'paymoqda. Jumladan, yapon tilini o'qitishda multimedia texnologiyasidan foydalanish va o'quv jarayonida qo'llashga bo'lgan qiziqish, e'tibor kundan-kunga kuchayib bormoqda. Bunday bo'lishning sabablaridan biri shu vaqtgacha an'anaviy ta'limda o'qituvchi talabalarni faqat tayyor bilimlarni egallashga o'rgatilgan bo'lsa, zamonaviy multimedia texnologiyalar ularni egallayotgan bilimlarini o'zlari qidirib topishlariga, mustaqil o'rganib tahlil qilishlariga, xatto xulosalarni ham o'zlari keltirib chiqarishlariga o'rgatadi. O'qituvchi bu jarayonda shaxsni rivojlanishi, shakllanishi, bilim olishi va tarbiyalanishiga sharoit yaratadi va shu bilan bir qatorda boshqaruvchilik, yo'naltiruvchilik vazifasini ham bajaradi.

Ta'lim islohotining hozirgi bosqichida multimedia vositalari orqali o'qitish usullari va ta'lim rivojlanishiga katta ta'sir ko'rsatmoqda va bu ko'plab olimlarni qiziqitirmoqda. Multimedia muhitdan foydalangan holda o'qitishda talaba yoshlar uchun qulay shart-sharoitlar yaratilgan. Axborot texnologiyalarining tezkor rivojlanishi sharoitida multimedia va tarmoq texnologiyalari chet tillarini o'qitishda keng qo'llanilmoqda [1]. Yapon tilini o'qitishda an'anaviy ta'lim usullari endi jamiyatning yuqori sifatli, innovatsion yapon tili mutaxassislariga bo'lgan talabini qondira olmayapti. An'anaviy ta'lim tizimida o'qituvchi sinfning asosiy ishtirokchisi bo'lib, talabalar passiv rol o'ynaydi va bilimlarni qabul qilish usuli indoktrinatsiya (o'qituvchining tayyor bilimlarni o'rgatishi) shaklida bo'ladi. Shu sababli, yangi asosiy yapon tili o'qitish modelini yaratish zarurati tug'ilmoqda [2]. Asosiy yapon tilini o'qitishda multimedia va tarmoq yordamida ta'lim berish yapon tili ta'limini rivojlantirishda katta rol o'ynaydi, lekin bu usulda ham ba'zi kamchiliklar mavjud [3]. Yapon tili o'qituvchilari

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tomonidan samarali yangi o'qitish modellarini ishlab chiqishlari kerak bo'lgan muhim masala bo'lib qolmoqda [4]. Zamonaviy jamiyat axborot va bilimlarga tayanadi. Bugungi kunda multimedia vositalari hamda axborot va kommunikatsion texnologiyalarining o'quv jarayonga tadbiiq etilishi ta'lim sifatining yanada samarali bo'lishida muhim ahamiyat kasb etmoqda.

Zamonaviy axborot texnologiyalarning doimiy rivojlanishi bilan birgalikda multimedia yordamida kengaytirilgan turli xil aqli qurilmalarning paydo bo'lishi va kundalik hayotda qo'llanilishi ommalashgan. Bu esa jamoaning kundalik hayotiga qulayliklar olib kelishi bilan birgalikda ta'lim sohasida ham muhim rol o'ynaydi. Shuningdek, internetdagi onlayn ta'lim rejimida ham o'qituvchi va talabalar bir vaqtning o'zida axborot texnologiyalar yordamida o'qitish va o'rganish jarayonlarini internet orqali amalga oshirishlari mumkin. Aynan multimedia muhitida o'qituvchilarning dars berishi ta'lim jarayonini yanada yangi talqinda shakllanishiga, ta'limdagi ustuvor yo'nalishlari yanada aniqroq tusga kirishiga hamda talabalar o'qish jarayonida yanada faol bo'lishini va ta'lim samarasi ham sezilarli darajada oshishini ta'minlaydi. Shu nuqtai nazardan, Xitoy universitetlari ham yapon tilini o'qitishda "multimedia+ta'lim" usulini joriy etdilar[5]. Shular qatorida, yapon tilidagi ommaviy ochiq onlayn kurslar (MOOC), mikrokurslar va boshqa shakllar aralash ta'lim usullari bo'lib, ular ko'plab universitet va kollejlarda uchun ta'lim jarayonini amalga oshirishda ajralmas vosita bo'lib, "Multimedia + ta'lim" konteksti ostida yapon tilidagi aralash ta'limning faol rolini to'liq namoyon qilish va multimedia vositalarini an'anaviy o'qitish bilan organik ravishda uyg'unlashtirish bugungi kunda oliy ta'limda muhim masalaga aylangan. Aralash ta'lim usuli nafaqat talabalarning yapon tilini o'rganishga bo'lgan ishtiyoqini oshiradi, balki o'qituvchi va talabalar o'rtasidagi o'zaro hamkorlikni kuchaytiradi, natijada yapon tili ta'limining mazmuni boyitilib, ta'lim samaradorligi optimallashtiriladi. Shuning uchun, Xitoy ta'limining rivojlanishi uchun yapon tilini onlayn tarzda qanday o'qitish va yapon tili ta'limining sifatini ta'minlash masalasini o'rganish juda muhimdir.

Bu borada, yapon tilidagi iyerogliflarni o'qitishda aralash ta'lim usulini dars jarayonida qo'llash talabada tilga bo'lgan to'siqni bartaraf etish, iyeroglif belgilarni oson esda saqlab qolish hamda yapon tilida so'z boyligini oshirishda samarali hisoblanadi. Yapon tilini o'rganayotgan o'quvchilar uchun iyerogliflarni yodlash va ularning ma'nolarini eslab qolish katta qiyinchilik tug'diradi. Yapon tili iyerogliflari murakkab tuzilishga ega bo'lib, ularni to'g'ri yozish, talaffuz qilish va ma'nosini o'zlashtirish vaqt va sabr talab qiladi. Bu jarayonda multimedia vositalari o'quvchilarga katta yordam beradi.

Yapon tili iyerogliflarini multimedia vositalari yordamida o'qitishning bir qancha afzalliklari mavjud bo'lib, bularga Vizual tasvirlar, audio va video materiallar, interaktiv usullar hamda talabada motivatsiyani ko'taruvchi usul sifatida ham qo'llash mumkin. Virtual tasvirlar orqali iyerogliflarni interaktiv grafiklar yordamida o'rganish talabaning visual xotirasini kuchaytiradi. Rasm va animatsiyalar orqali iyerogliflarning kelib chiqishi va ma'nosini anglash oson bo'ladi. Audio-video materiallar yordamida Darsliklarga audio fayllar qo'shish orqali iyerogliflarning to'g'ri talaffuzini o'rganish mumkin. Shu bilan birga, videodarslar orqali iyerogliflarning yozilish qoidalarini o'rganish jarayonini ham tezlashtiradi. Multimedia platformalari orqali o'quvchilar iyerogliflarni yozib ko'rishlari, tuzilgan testlar orqali bilimingizni sinab ko'rishlari va o'zlari uchun individual dars rejasini tuzishlari mumkin. Multimedia vositalari bilan o'qitish o'quvchilarni o'rganishga qiziqtiradi, chunki bu usul an'anaviy kitob o'qishdan farqli o'laroq, o'yinga o'xshash jarayonni taklif qiladi. O'yin orqali o'rganish ("gamification") motivatsiyani oshiradi va bilimlarni samarali mustahkamlaydi.

Ta'lim jarayonida yapon tili iyerogliflarini multimedia vositalari orqali o'rgatishda quyidagi dasturlardan keng foydalanish mumkin:

Mobil ilovalar: Duolingo, Memrise, Anki kabi ilovalar yapon tilini o'rganish uchun qulay bo'lib, ular orqali iyerogliflar to'plamini yodlash va mashq qilish mumkin. Bundan

tashqari interaktiv dasturlar: Kyoiku, LingoDeer kabi dasturlar orqali interaktiv tarzda o'rganish samaradorligi oshadi. Bu dasturlarda har bir iyeroglifning ma'nosi, talaffuzi va yozilish qoidalari batafsil tushuntiriladi. Shuning bilan birgalikda YouTube va boshqa video platformalarda yapon tilini o'rgatuvchi kanallar orqali iyerogliflarni vizual va audio yordamida o'rganish imkoniyati mavjud. Ushbu platformalarda mavjud darslar talabalarni tezda jalb qiladi va iyerogliflarni eslab qolish jarayonini osonlashtiradi.

Yapon tili iyerogliflarini multimedia vositalari yordamida o'qitish bugungi kunda eng samarali usullardan biri bo'lib, u o'quvchilarning til o'rganish jarayonini yanada tezlashtiradi va qiziqarli qiladi. Vizual va audio materiallar, interaktiv darslar hamda o'yin elementlari orqali iyerogliflarni o'rganish samaradorligi yuqori bo'lib, bu usul nafaqat o'rganish qiyinchiliklarini kamaytiradi, balki tilni mustahkam o'zlashtirishga yordam beradi. Shuningdek, yapon tili ta'limida multimedia tarmoqlariga asoslangan o'qitish usuli an'anaviy ta'lim usullaridagi kamchiliklarni qoplashga va yapon tili asoslarini o'rgatishni sezilarli darajada yaxshilashga yordam beradi, ammo eski qarashlar, jihozlarning yetishmasligi, formalizm kabi muammolar ham mavjud. Yapon tili asoslarini o'rgatish hali uzoq yo'lni bosib o'tishi kerak. Multimedia tarmoqli muhitida yapon tili asosiy ta'limining yangi modelini yaratish jarayonida yapon tili o'qituvchilari an'anaviy o'qitish usuli bilan multimedia tarmoqlariga asoslangan ta'limni samarali ravishda uyg'unlashtirishi va doimiy ravishda o'qitish usullarini takomillashtirishi kerak. Yapon tili asosiy ta'limini isloh qilish uchun samarali chora-tadbirlarni taklif qilib, o'qitishning maksimal samaradorligiga erishish lozim.

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XORIJIY TILLARNI O'QITISH JARAYONIDA ZAMONAVIY METODLARDAN FOYDALANISHNING O'RNI VA AHAMIYATI

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Annotatsiya:

Ushbu maqolada xorijiy tillarni, xususan ingliz tilini o'qitishda bugungi zamonaviy metodlarning turlari, yangi metodlarning dars jarayonlarida qo'llanilishi va samaradorligi yoritib beriladi. Shuningdek, O'zbekiston Respublikasida chet tilini o'rganishga berilayotgan e'tibor va yosh o'rganuvchilar yangi metodlar orqali qanchalik tez va puxta bilimlarga ega bo'lishayotgani haqida ma'lumotlar keltirilgan.

Kalit so'zlar: metodologiya, innovatsiya, xorijiy til, muloqot, metod, didaktika, xalqaro madaniyat, xalqaro muloqot.

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Kirish:

Bugungi kunda xorijiy tillarni o'rganishga bo'lgan talab Respublikamizda sezilarli darajada oshgan. Yosh avlod vakillari ingliz tilini maktabgacha bo'lgan ta'limdan boshlab, maktabda va maktabdan keyingi o'quv yurtlarida ham o'rganishni davom ettirishmoqda. Til bilish orqali qo'lga kiritiladigan qulayliklar hamda qo'shimcha imkoniyatlarning hisobi yo'q. Bu esa o'z o'zidan ingliz tili fani o'qituvchilariga ulkan mas'uliyat yuklaydi. O'quvchilarga ingliz tilidan bilimlar berish, ularning 4 ta asosiy til qobiliyatlarini rivojlantirishda shunchaki o'qitishning o'zi yetarli emas. Hozirgi zamon o'quvchilarining xarakteristikasidan kelib chiqqan holda, o'qituvchilarimizdan zukkolik, darsga qiziqtirish san'ati talab qilinadi. Aks holda o'quvchilar darslarni o'zlashtira olmaydilar. Shu o'rinda innovatsion o'qitish metodlari zamon talabiga aylanib ulgurgan desam mubolag'a bo'lmaydi.

Ingliz tili ilm-fan, texnologiyalar, turizm va diplomatik aloqalar tili hisoblanadi. Dunyodagi mavjud ma'lumotlarning 85% qismi ingliz tilida. Birlashgan Millatlar Tashkiloti, Yevropa Ittifoqi, Jahon Savdo Tashkiloti singari ko'plab yirik tashkilotlarning rasmiy tili ham ingliz tili hisoblanadi. Ingliz tilini bilish orqali siz ko'pgina forumlarda qatnashishingiz va chet ellik bilimdonlar bilan o'zaro fikr almashishingiz mumkin. Keltirilgan ma'lumotlardan kelib chiqqan holda, ingliz tilini o'rganishga bo'lgan talab qanchalik ekanini sezish mumkin. Qanday qilib bu tilni oson va samarali o'rganish mumkin degan savolga esa javob aniq: zamonaviy metodlar orqali.

Asosiy Qism:

Chet tilini o'rgatish jarayoni ham huddi boshqa fanlar kabi o'z nazariyalarini, o'rgatish usullarini, terminlarini yillar davomida rivojlantirib o'zgartirib boradi. Biz aynan bitta metodni mana shu eng zo'r o'qitish uslubi

Bekmuratova UB "Ingliz tilini o'qitishda innovatsion texnologiyalardan foydalanish" mavzusida referat. Toshkent-2012 deb ayta olmaymiz. O'qituvchilar o'z tajribalaridan kelib chiqib, o'quvchilarning tushunish qobiliyatlari va bilim darajalariga ko'ra ma'lum bir metodni tanlaydilar. Quyida bir qancha yangi chet tillarini o'rgatish metodlarini ko'rib chiqamiz.

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-Topshiriqqa asoslangan yondashuv.

Bu metodimiz o'quvchilarga topshiriqlar asosida o'rgatishni o'z ichiga oladi. Bunda o'qituvchi o'quvchilarga muayyan bir topshiriqni beradi. Topshiriq o'quvchilar real hayotda duch kelib qolishi mumkin bo'lgan vaziyatlardan olingan bo'lishi shart. Shunda o'quvchi ham o'rgangan so'zlarini ishlatishga harakat qiladi, ham o'sha vaziyatga tushib qolganda nima qilish kerakligini o'rganib oladi. Topshiriqlar turlicha bo'lishi mumkin. Masalan, restoranda ovqat buyurtma qilish, kitob do'konidan ma'lum bir kitoblar to'g'risida ma'lumotlar olib sotib olish, mehmonxonada xona band qilish, qaysidir teatr spektaklini tanqid qilish va hokazolar.

-Taqdimotga asoslangan yondashuv.

Ushbu yondashuv asosan oliy ta'lim talabalariga ishlatilgan, shunga qaramay so'ngi 5 yil mobaynida akademik litsey hamda maktabning yuqori sinf o'quvchilariga ham qo'llanila boshlandi.

Taqdimotga asoslangan yondashuv o'quvchilarni izlanishga undaydigan metod hisoblanadi. U til ko'nikmalarini va ijodkorlik salohiyatini rivojlantirishga qaratilgan. Biron bir mavzuni tugatgandan so'ng o'quvchi unga oid prezentatsiyasi ustida ishlashi hamda uni ingliz tilida himoya qilishi zarur. Masalan, "Mening uyim", "Kelajak rejalarim", "Dunyoning turistik shaharlari" mavzulari. Turli xil jadvallardan, rasm va stikerlardan foydalangan holda prezentatsiyani taqdim qilish, ingliz tilini amalda qo'llash, so'z boyligini oshirish va yodda saqlash qobiliyatini rivojlantirish uchun ajoyib usul hisoblanadi.

-O'yinlashtirish metodi.

Gamification – bu ta'lim jarayoniga o'yin elementlarini kiritishdir. O'quvchilar uchun qiziqarli bo'lgan vazifalar va mukofotlar orqali ularning motivatsiyasini oshirish mumkin. Misol uchun, o'quvchilar ma'lum ball to'plaganlarida yoki vazifalarni bajarganlarida mukofotlarga ega bo'lishlari mumkin. Bu usul o'quvchilarning qiziqishini oshiradi va ularni faol ishtirok etishga undaydi.

-Teatrlashtirish yoki dramatizatsiya

Ingliz tilidagi teatrlashtirish metodi ko'plab o'qituvchilarning sevimli dars usuli va ko'plab talabalarining sevimli mashg'ulotidir. Bolalar, ayniqsa, jasur shahzodalar va malikalar, yovuz jodugarlar va yaxshi parilar, sehrli mavjudotlar va gapiradigan hayvonlar dunyosiga sho'ng'ishadi. Bolalar syujetga tezda jalb qilinadi va voqealarni, sevimli qahramonlarni va ularning jozibali iboralarini osongina eslab qoladi. Bu metod orqali bolalarning gapirish va eshitish mahoratlarini sezilarli darajada rivojlantirish mumkin.

-Interaktiv Texnologiyalar

Hozirgi zamon texnologiyalari, masalan, mobil ilovalar, internet saytlari va virtual sinflar chet tilini o'rganishni ancha osonlashtirdi. Duolingo, Babbel va Rosetta Stone kabi ilovalar orqali talabalar istalgan vaqtda va istalgan joyda til o'rganish imkoniyatiga ega bo'lishdi. Bundan tashqari, Zoom kabi videokonferensiya platformalari orqali chet ellik o'qituvchilar bilan bevosita muloqot qilish imkoniyati mavjud.

-Madaniy aloqa

Chet tilini o'rganishda o'sha xalq madaniyatini tushunish juda muhim ahamiyat kasb etadi. O'quvchilarni turli madaniyatlar bilan tanishtirish, ularning tilni qanday ishlatishini ko'rsatish orqali yanada chuqurroq bilim olishlariga yordam beradi. Madaniy almashinuv dasturlari yoki onlayn muloqot platformalari orqali talabalar boshqa mamlakatlardagi tengdoshlari bilan muloqot qilishlari mumkin.

Xulosa

Bugungi rivojlanayotgan davrda chet tillarini o'qish va o'qitishga katta e'tibor berish bilan birgalikda yangi metodlarni, innovatsion g'oyalar va texnologiyalarni ko'paytirish ham talab qilinmoqda. Bu jarayon, nafaqat ta'lim jarayonining samaradorligini oshirish, balki o'quvchilarning qiziqishini uyg'otish maqsadida ham muhim ahamiyatga ega. O'qituvchilar o'z darslarida yangiliklarni qo'llash orqali o'quvchilarning diqqatini jalb qilishlari, ularning

o'rganish jarayonini yanada qiziqarli va interaktiv qilishlari mumkin. Xususan, texnologik vositalar chet tilini o'rganishning har bir qobiliyatiga — o'qish, yozish, tinglab tushunish va gapirish — osonlik bilan yordam beradi. Mobil ilovalar, onlayn platformalar va interaktiv dasturlar orqali o'quvchilar o'z bilimlarini mustahkamlashlari va amaliy ko'nikmalarini rivojlantirishlari mumkin. Shuningdek, texnologiyalar yordamida o'quvchilar o'z-o'zini baholash va mustaqil ravishda o'rganish imkoniyatiga ega bo'ladilar. Bu esa ularga darsdan tashqarida ham chet tilini o'rganishga rag'batlantiradi va ularning bilim darajasini yanada oshiradi. Umuman olganda, innovatsion yondashuvlar va zamonaviy texnologiyalarni ta'lim jarayoniga integratsiya qilish, chet tillarini o'rganish jarayonini yanada samarali va qiziqarli qilish imkoniyatini yaratadi.

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METHODS AND WAYS OF TEACHING THE SUBJECT OF HISTORY OF IRAN FOR STUDENTS LEARNING THE PERSIAN LANGUAGE

M. Ochilova¹

Abstract:

The experience of teaching Arabic and Persian makes teachers of this direction turn to new ways and methods of teaching in order to conduct training in accordance with the requirements of the time. The purpose of the subject and the objective of the subject is to study the issues of increasing the level of students' knowledge of the history of Iran, certain periods of the history of the Persian people, enriching students' knowledge of the history, economy and politics of Iran in the 15th-21st centuries, as well as the formation of the basic concepts of the periods covered by the study of Iranian history. The subject of Iranian history includes the political situation of Iran in the Middle Ages - from the 15th-21st centuries, the dynasties of kings of this period, the economic and political relations of Iran with other countries, the current state of the country and its position in the process of events in the modern world.

Key words: teaching methods, history, subject, students, Iran.

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The period of independence of our country brought about a new stage in the political and cultural life of Tajikistan in the development and progress of the society, which is also reflected in the field of education. Among other things, it is worth noting the expansion of the fields of meteorology during this period. In the conditions of globalization of information and economic and cultural integration, the need for language learning and language skills is increasing to join this process of the 21st century.

The establishment of the Faculty of Oriental Languages at the State Technical University «Khujand state University named after academician Bobojon Gafurov» was a cultural phenomenon of the republic and a response to the implementation of the instructions of the President of Tajikistan on the study of foreign languages and languages of the world. It has been 20 years since the teachers of the faculty have been working in the implementation of these instructions. The teachers of Arabic, Persian and Chinese languages have a responsible task to teach students the skills of learning a foreign language more and better and to contribute to the implementation of the following wisdom:

If you know three hundred languages, it is not too much.

It doesn't hurt if it all works one day.

Today, the instruction of the Leader of the Nation obliges teachers to focus on the important issues of education: «Issues of increasing the quality of education and training, humanizing information, the latest teaching methods, the application of computer technology in the educational process, which is one of the primary requirements of the Ministry of Education and Science of the Republic «Tajikistan and the chairmanship of the «Khujand state University named after academician Bobojon Gafurov», and also cooperation with the education departments of city and regional executive bodies, general education

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schools are in the center of attention of the chairmanship and the faculty community» [3, p.5].

- Iran's history is in step with all world studies;
- its study contributes to the formation of students' knowledge and outlook on the history of this country, enriching the student's knowledge and information;
- has an important role in cultivating a sense of pride in the value of the culture and history of the country of the language of study».

The purpose of the subject and the task of the subject is to study issues of increasing the level of students' knowledge of the history of Iran, certain periods of the history of the Persian people, enriching the students' knowledge of the history, economy and politics of Iran in the 15th-21st centuries, as well as the formation of the main concepts of the periods covered study of Iranian history. In the implementation of this task, the teachers try as much as possible to introduce the students to the modern ways and means of education. For the purposeful transition of education, we turn to the requirements and pillars of today's lesson:

1. Use of visualization in education;
2. Relating the topics to the present time;
3. Application of computer technology, technical means of education in the educational process;
4. Ensuring connection between disciplines;
5. Organization and implementation of students' practical work.

A teacher of a higher school should use more ways and means to make his lesson meaningful and interesting. In this case, we provide an explanation of the above requirements:

1. The use of visualization in the lesson of the history of Iran (complex of methodical education) [2] serves as the main material, which was developed on the basis of the materials of the series of educational journals of the history of Iran (ancient, middle and modern) 1377 [2, p.187-190]. At the same time, the history lesson requires that, of course, illustrated maps are used in the lesson, and some maps of the country of Iran and individual cities such as Tehran, Shiraz, Tabrez, Isfahan, Mashhad, which are available, will help us a lot as a guide.

2. Relating the topics to the present time is one of the serious requirements of the modern lesson, which the teacher must take into account and apply in the educational activity. During the teaching of the history of Iran, the state of the country in the current conditions, the position of Iran in the political situation of the world, the issues of Iran's nuclear weapons, which in the last few years have caused the country's intense relations with the United States and other superpowers of the world, political relations and cooperation between Tajikistan and Iran. in the post-independence era, it is appropriate and the goal. It should be emphasized that the expansion of political relations has a positive effect on the development of economic and cultural cooperation. An example of this cooperation between Tajikistan and Iran in the field of road construction, tunneling, launching joint industrial enterprises of Tajikistan and Iran in our republic, the visit of poets and scientists of these two countries, cooperation in the field of science, medicine, trade and other spheres of life, which should be mentioned in the lessons. suitable for the purpose.

This work is also important from the point of view that students show interest in existing global issues and at the same time get additional information about the country of the language of study.

3. Scientific technical media, application of computer technology in the learning process is a serious requirement of education, and teachers are required to work regularly in this direction. Today, taking this requirement as the basis of education, we have to conduct classes using an electronic board, a projector, a computer, and show slides and videos. The organization of intermediate and final tests with the use of a computer for the greater involvement of students in modern technology, along with the teaching of other subjects,

also belongs to the teaching of Iranian history. Slides are very convenient and accessible for showing historical periods, the border of provinces, neighboring states of Iran, land and water borders of the country. For each topic, 10-15 slides have been prepared for presentation in class, which make the work of the teacher much easier. As they say in tradition: Hearing is like seeing. Maps and pictures of historical and cultural monuments are very important for students to remember and have a deeper understanding of Iran's history.

4. Ensuring the connection between subjects is one of the next requirements of the modern lesson, for this the teacher should try to find the points related to this or that subject of the educational topic of his subject and skillfully emphasize it in the process of explaining the new topic and other moments of the lesson. The subject of Iranian history can be taught in connection with Iranian mythology, the history of Persian literature, instruction and development of the Persian language, archeology, history of the Tajik people, etymology, and during the teaching of these subjects, the educational materials of Iranian history can also be used. The history textbook of Iran talks about the history of cities [1, p.24-26, 32, 35, 38, 46, 61, 70-71, 104-105, 113, 124...] and lists the historical and cultural monuments of these places. It is very important to be patient in the names of cities, rivers, mountains, and so that the subject remains in the minds of the students: «Khorasan is taken from Persian and means khur - sun, easy - rising place» [1, p.32]. «The word «Ardabil» is Avastian and consists of two words - ortho-holy and vil-shahr. Ortavil later became Ardavil, Ardabil» [1, p.61]. «Zoyandarud or Zindarud means a river that gives birth» [1, p.70] «The origin of the word Isfahan is known from the word «sipah» [1, p.71] «The word «Tabrez» is taken from the Pahlavi language «Turija» and means «current is to become», which is a reference to the springs of mineral water flowing from Sahand Lake» [1, p.105] «Ancient Greek historian - Herodotus tells that Dionku chose this place, which was called «Ikbaton» or «Wise», as his capital» [1, p.113], «Yazd» is related to «ezid, yazdan, izzat» and means praiseworthy, holy, good creator» [1, p.124]. Emphasis on etymology - the history of the origin of words in the mind of the reader improves the idea of the origin and development of languages, which is very important for students of the field of philology. By the way, it should be noted that the course of lectures is the main form of education, and through it, students get acquainted with some theoretical terms and concepts, historical periods of Iranian statehood, and important historical events. The rule of historical dynasties, desire for statehood, economy and life of people, individuals in the process of development of historical events are discussed and subjected to deeper analysis in practical lessons [2, p.2].

In this regard, it is worth noting that the subject of Iranian history also helps in improving students' language skills and provides strong inter-disciplinary connections. Also, it is important to link the subjects of history in the language learning of students regarding the history of the development of the modern Persian language. The vocabulary provided in the textbook is brief, and the texts of the book contain many words that need explanation, and the teacher can work with students on them in practical lessons to enrich their vocabulary and familiarity with cultures and dictionaries is of particular importance [2, p.17].

5. Organizing and carrying out practical work is also one of the parts of teaching the history of Iran. The credit system requires that the teacher should devote a certain part of the teaching of the subject to practical work, and this work is effective in organizing the students' activities. Students are given various tasks and their performance is monitored:

- performance of subject tests, phased and final test;
- drawing a map of the country of Iran and historical periods of the country's border [1,2,3];
- identifying major cities and showing their location on the map;
- marking historical and cultural monuments of masters on the drawn map of the country of Iran with symbols;

- collection of materials on historical figures, cultural monuments of the country and the history of their origin;

- preservation of the vocabulary presented in the educational manual and new vocabulary [2, p.176-177, 6,7].

These works provide practical help for strengthening the topics of the history of the country of Iran and expands the student's imagination and outlook. It is also worth noting that the organization of students' excursions to scientific-technical, economic-cultural exhibitions of Iran, which has become a tradition in our republic and the center of the region - the city of Khujand, helps to increase students' knowledge about the history of Iran.

Emomali Rahmon - the President of Tajikistan describes the development directions of the society as follows: «Development of society, sustainable economic development, ensuring national and state security, and generally achieving the world level of economy, technology, technology, science and culture, primarily depends on the development of education of citizens of Tajikistan [3, p.63]. The task of the teacher in implementing such requirements of the President of Tajikistan and the Ministry of Education of the Republic is very serious and responsible. The experience of teaching Arabic and Persian languages makes the teachers of this field to turn to new ways and methods of teaching in order to conduct the study in accordance with the requirements of the times, because the success of education requires keeping pace with the times.

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TEACHING JAPANESE CHARACTERS USING MEDIA EDUCATION METHODS

*Kameda Toshiyuki¹, F. Lutfilloeva²**Abstract:*

This article explores the integration of computer simulation models (CSMs) and media education into the teaching of Japanese kanji, emphasizing the use of innovative technologies to enhance learning outcomes. It highlights the evolution of educational methodologies from traditional approaches, where knowledge is passively received, to modern techniques that foster independent learning, critical thinking, and engagement. By utilizing CSMs, students gain a more comprehensive and interactive learning experience, especially when dealing with the complex kanji system, which involves multiple readings and morphemic units.

Key words: media education, kanji teaching, computer models, modern education, simulation models.

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Text on using computer simulation models (CSMs) in teaching Japanese kanji provides a comprehensive overview of how innovative educational technologies can enhance the learning process. It discusses the integration of media education, ICT tools, and computer models into language learning, with a specific focus on kanji, one of the most complex aspects of the Japanese writing system. Here's a structured breakdown of your key points:

The Evolution of Modern Education:

- Traditional education focused on imparting pre-defined knowledge.
- Modern technologies now encourage students to seek, analyze, and apply knowledge independently.
- Teachers have evolved into facilitators, guiding students through interactive learning experiences.

Advantages of Using ICT in Education:

- Programs for communication and technology have progressed, offering new opportunities for interactive learning.
- E-learning reduces educational costs and adapts to students' individual needs.
- ICT tools significantly increase the retention of information, improve efficiency, and cater to different learning preferences.

Role of Computer Simulation Models (CSMs):

- CSMs allow for the modeling of real-world processes or objects, providing students with a more comprehensive and interactive learning experience.
- These models cater to visual, auditory, and kinesthetic learners by integrating animations and simulations.
- CSMs enhance understanding by presenting complex information in a more digestible format.

Effectiveness of CSMs in Kanji Learning:

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- Kanji, due to its complex structure and multiple readings, requires innovative methods for effective learning.

- The use of mnemonic techniques combined with CSMs helps students connect the kanji characters with familiar objects and ideas.

- Associating kanji with Uzbek words and creating computer models that visualize these connections greatly improves memorization.

Media Education Integration:

- Media tools such as YouTube, Instagram, and Telegram serve as platforms for distributing educational content.

- Media education fosters critical thinking, media literacy, and the ability to create and interact with content in multiple formats.

- Students gain practical skills in media literacy by actively participating in media production and content creation.

Practical Benefits of CSMs and Media Education:

- These methods reduce teacher workload, allow for repeated presentation of materials, and increase student engagement.

- Distance learning is facilitated by media education, allowing students to study independently while being guided by teachers.

- Students retain information longer and acquire skills faster through multimedia integration.

Categorization of Kanji Characters for Teaching:

- Simple kanji characters (e.g., 山, 円, 火) are introduced first.

- Moderately complex kanji (e.g., 子, 何, 水) are taught using visual and auditory reinforcement.

- Complex kanji (e.g., 高い, 上, 下) are tackled using storytelling and mnemonic techniques.

Conclusion:

- Using CSMs in kanji education improves retention, comprehension, and student engagement.

- This method allows students to take charge of their own learning while also developing essential media literacy skills.

- Incorporating media tools and CSMs in the curriculum will enhance teacher training and foster innovative educational practices.

This approach highlights the need for technology-driven, interactive educational methodologies that allow students to learn efficiently and creatively.

The article underscores the benefits of ICT tools in education, such as increased retention rates, flexibility in learning pace, and adaptability to diverse student preferences. The use of mnemonic techniques and visual models further aids in the memorization of kanji characters, particularly by linking them to familiar concepts in the students' native language, such as Uzbek.

Incorporating media education, with platforms like YouTube and Telegram, adds another layer of interactivity and practical skill development. The article advocates for a blended approach that combines media literacy and computer-based learning to streamline teaching, reduce teacher workload, and create engaging, effective lessons. It concludes by highlighting the need for educators to adopt technology-driven methods to improve the learning experience and foster continuous skill development among students. This resource is valuable for educators and researchers interested in the intersection of technology, media, and language education, offering practical insights into how CSMs can be effectively applied in teaching kanji.

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ФОРМИРОВАНИЕ КУЛЬТУРНОГО ОБЩЕНИЯ НА ИНОСТРАННОМ ЯЗЫКЕ

Б. Сафаралиев ¹

Аннотация:

Анализируемая работа посвящается исследованию культуры речи на иностранном языке, а также факторов, влияющих на ее формирование. Актуальность выполненной работы заключается в тщательном и всестороннем анализе процесса формирования культуры речи на иностранном языке, что является очень важным в международном сотрудничестве с иностранными партнерами.

Ключевые слова: культура речи, филологическое образование, речевой этикет, межкультурная коммуникация, культурный фильтр.

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На формирование культуры речи самое большое влияние, несомненно, оказывает образование, полученное в средней школе, колледже или лицее, а затем в вузе. Основа культурного общения не только на родном, но и на иностранном языке, конечно, — специальное филологическое образование. Школа также оказывает особое влияние на формирование речевой культуры. Не менее важным является чтение художественной и публицистической литературы на иностранном языке. Кроме того, на формирование культурной иноязычной речи большое влияние оказывают разнообразные филологические кружки, классическая литература, сказки и фольклор.

Очень много значит в формировании грамотного и культурного общения именно период после школы — институт: в нем проходит весь рост. В институтах и университетах читают очень хорошие преподаватели, конечно же, с высокой культурой речи. Есть определенные нормы, зафиксированные в словарях и справочниках, а высокая речевая культура — это, в первую очередь, пользование литературным языком.

Это не означает, однако, что в этом понятии подразумевается только нормативный английский язык: высочайшим достижением речевой культуры считают умелую и грамотную игру с языком — т. е. именно отклонение от нормы. Норма существует для того, чтобы можно было от нее отклоняться, и тогда включается стилистическая игра. Однако от великого до смешного — один шаг, и никто, наверное, не может сказать, почему у человека талантливой эта игра имеет художественную ценность, а у бездарного получается монстр.

Обучать языку на основе художественных текстов нельзя: человек, учившийся говорить по-английски на основе произведений Моэма или Драйзера, несомненно, окажется в смешном положении. Но читать иностранную литературу в подлиннике необходимо. Изучение иностранного языка обогащает даже знание родного языка: это расширяет горизонты видения мира; в сопоставлении языков становятся видны такие грани, которые прежде не воспринимались. Знание иностранного языка позволяет не только непосредственно постичь иную культуру, но оценить свою собственную [4, с. 21]. К факторам, формирующим речевую культуру, относятся, в первую очередь, классическая английская литература и английская речь наиболее выдающихся людей нашего времени и отдельных ученых, которые высоко подготовлены не только

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профессионально, но и в области гуманитарного образования. Речь этих людей является эталоном для человека, изучающего английский язык для свободного общения с иностранными партнерами.

И то, что говорится в современном мире с экрана телевизора, по радио или в газетах – очень важно для формирования культурной речи на иностранном языке. Главное — это тексты английской и мировой культуры. Затем — чтение, разговоры, встречи. На самом деле очень важно раскрыть себя для восприятия речи и иметь желание хорошо говорить. Если такая установка есть, то любой фактор может повлиять на развитие красивой речи.

У специалиста английского языка должна быть собственная потребность говорить хорошо, чтобы в дальнейшем на достойном и профессиональном уровне вести беседы на различные темы с иностранными партнерами и туристами. Относительно второго вопроса, высокая речевая культура, прежде всего, это — грамотная речь, второй момент — эмоционально окрашенная речь. Одинаково важны здесь и письменные тексты, и звучащее слово: и то, и другое по-своему формирует речевую культуру. В обучении языку и культуре речи в той или иной мере должна присутствовать художественная литература.

В последнее время накоплен очень большой опыт, большой материал о том, как не надо говорить. Было бы хорошо, если в рамках учебной программы создавались хорошие учебные пособия, рекомендации по формированию речевой культуры, проводились специальные семинары, посвященные культурному общению и обращалось бы внимание обучению культурной и грамотной речи на английском языке [3, с.34].

Речь должна быть соответствующей: ситуации, аудитории, духу и тону беседы, степени взаимопонимания со слушающими. Уместное в данный момент речевое поведение подскажет общая культура человека. Что касается главного вопроса, ответом, как и всегда, является общая культура человека. Все остальное — производные от этого базового положения. Культурный человек может и сейчас выбрать себе «правильного» собеседника, поставить «культурные фильтры» на «мусорный ветер» взбесившегося информационного потока. Однако культурными людьми не рождаются, ими становятся.

Очень важным фактором формирования грамотной и культурной речи также является его воспитание, семья, в которой этот человек воспитывался и его окружающие люди. Испокон веков аристократов и интеллигентов ценили в обществе за их высокую культуру, адекватное поведение и грамотную речь. Дети, рожденные в порядочных и духовно богатых семьях с самого детства воспринимают правильную речь и эталоны культурного поведения [1, с.54].

Окружающая среда также влияет на культуру речи человека. Если он постоянно работает и общается с людьми грамотными, интеллигентными, то его речь несомненно обретает добротность, стройность и грамотность. Если же вращается в кругу базарных торговцев, циркачей, уличных мошенников, воров и т.п., то речь его также пополняется всякими просторечными словами, жаргонами и сленгами.

Достижению взаимопонимания в процессе межкультурной коммуникации способствует межкультурная компетенция. Межкультурной компетенцией называется способность осуществлять общение на иностранном языке с учетом разницы культур и стереотипов мышления [2, с.22]. Изучение проблем межкультурной коммуникации предполагает знакомство со следующими явлениями и понятиями: принципами коммуникации, основными функциями культуры, влиянием культуры на восприятие и коммуникацию в ее различных сферах и видах, параметрами для описания влияния культуры на человеческую деятельность и развитие общества. Формирование межкультурной компетенции следует рассматривать в связи с развитием способности

студентов принимать участие в диалоге культур на основе принципов взаимного уважения, терпимости к культурным различиям и преодолению культурных барьеров.

Формирование межкультурной компетенции предполагает взаимодействие двух культур в нескольких направлениях: знакомство с культурой страны изучаемого языка посредством самого иностранного языка и усвоение модели поведения носителей иноязычной культуры; влияние иностранного языка и иноязычной культуры на развитие родного языка и модель поведения в рамках родной культуры; развитие личности под влиянием двух культур.

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AN ANALYSIS OF “起因” AND “原因” IN TEACHING CHINESE AS A SECOND LANGUAGE

Liu Xianjun¹

Abstract:

This article takes the teacher's answer to students' analysis questions about “起因 (qǐyīn)” and “原因 (yuányīn)” in second language teaching practice as an example to illustrate the teacher's shortcomings in the analysis of content words in synonyms, that is, the traditional introspection method has strong subjectivity in words analysis. Then, combined with the advantages of the corpus, method and suggestions for synonym analysis of “起因 (qǐyīn)” and “原因 (yuányīn)” are put forward, reflecting the theoretical framework, methods, principles and other achievements of existing research on synonym analysis.

Key words: qǐyīn, yuányīn, synonyms, analysis, corpus, method suggestions.

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1. Introduction

Synonym analysis is a major focus and difficulty in teaching Chinese as a second language. Many scholars believe that the scope of synonym analysis in second language teaching is wider than that in Chinese vocabulary ontology research (赵新和李英, 2001; 李绍林, 2010; 陆方喆, 2016), because the synonym analysis in the ontology is mostly synonyms with the same part of speech or containing the same morpheme. However, in Chinese second language teaching, the focus of analysis and research mainly focuses on function words. In contrast, the meaning and usage of content words are generally not very abstract, but this does not mean that teachers do not have problems in analyzing content words.

2. “原因” and “起因” in the analysis case of content words in synonyms

In a pre-recorded Chinese teaching video uploaded on Youtube, a student asked the teacher on the message board the difference between “原因” and “起因”. The teacher replied that “原因,起因” are both nouns and synonyms. “起因” is the reason why something happened, and shows the example sentence “这次大火的起因是有人在床上抽烟。”; “原因” is the condition that causes a certain result or the condition that causes another thing to happen. As opposed to “result”, an example sentence is “他迟到的原因是摩托车坏了。” Then explain that “迟到” is the result and “the car broke down” is the “原因”.

The teacher clearly introduced the word class of the two words and gave corresponding example sentences, but there were also some problems. First of all, as a native Chinese speaker, the author has some difficulty in understanding the meaning explanations of “原因” and “起因” given by the teacher. explanations in Chinese of the two are very similar and there is ambiguity. Although the teacher pointed out that “起因” is a kind of reason at the beginning, later the explanation of “原因” does not reflect the inclusive relationship between the two. Secondly, “起因” and “原因” in Chinese have the same word-forming components, which itself affects learners' ability to distinguish the difference between the two words.

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Next, the examples provided are not rich enough. Both words provide an example sentence each, which makes it difficult for learners to basically grasp the meaning and usage of the vocabulary, and it cannot enhance learners' perceptual understanding of the specific use of new words in different contexts. Finally, there is a lack of analysis of the stylistic aspects of synonyms.

Overall, this teacher's explanation can temporarily solve some of the problems in teaching. However, the introspection method is easily affected by the researcher's experience, sense of language, quantity of corpus, etc., and the conclusions drawn are highly subjective (陆方喆 2016). Therefore, the analysis of “原因, 起因” needs further analysis. This article supports the view of combining traditional analysis methods with the use of corpus to improve the efficiency and accuracy of synonym analysis. The following is the use of corpus to analyze “原因, 起因” specific strategies.

3. Using the corpus to find the word combinations of “原因” and “起因”

Searching for “a (的) 原因” and “a (的) 起因” in the BCC corpus yielded some modifiers that are often paired with “原因” and “起因” respectively. The results are as follows:

Regardless of whether the attributive contains “的” or not, “原因” is modified much more often than “起因”, and the predicate words that modify “起因” can basically be replaced by “原因”. Such abstract evaluative attributives such as “重要(important), 根本(fundamental), 客观(objective)” not only modify the “起因”, but also tend to modify the “原因”, and often omit “的”. Therefore, in teaching, teachers can show students the attributive words that often match “原因, 起因” according to their level, and even show relevant example sentences. If students match words such as “重要, 根本, 客观” with “起因” in the process of writing and expressing, the teachers must base their judgment on the corpus and not just on the sense of language.

Secondly, although statistics show that there are very few commonly used modifier words paired with “起因”, it does not mean that “起因” has no modifiers. Because “起因” mainly focuses on finding the focus conditions in the details of the event or the conditions of the specific plot, “起因” generally modified by an event or behavior. In contrast, “原因” include both the description of the focus conditions of specific events and focus on logical analysis. Therefore, using more evaluative words such as “重要、根本、直接、客观” can reflect the logical level.

4. Using the corpus to obtain the genre distribution information of “原因” and “起因”

By using the BCC corpus retrieval, more detailed genre distribution information can be obtained. “起因” is most commonly used in the fields of Micro-blog and Newspapers, but its frequency distribution in the fields of Literature, Newspapers, Micro-blog, and Science and Technology is less than that of “原因”, which is different from it. Among them, “原因” appears more frequently than “起因” in Science and Technology field, which further reflects that “原因” is more focused on rigorous and logical expressions than “起因”.

5. Using the corpus to find special collocation forms of words

Through the corpus collection of the CCL corpus, this article quickly discovered that among the 500 corpora about “起因”, “起因于” was present in 50 corpora, and this article believed that the usage of this structure in sentences is similar with “verb + 于”. It can be used as the head of the predicate. It can be modified by an adverb in front and followed by an object. But “原因” cannot be followed by “于”.

The expression “noun + 于” does exist, and its special usage is also contrary to the part of speech of the noun. If the content of the analysis is extended to advanced level learners in synonym analysis, the teacher only tells the students that “起因 + 于” can be regarded as a

verb. , then students may deduce similar usages of “原因 + 于”. Therefore, the special form from corpus can be explained with the help of linguistic knowledge.

This article believes that “于” as a preposition can be placed after the verb to express “from/from... (beginning)”, such as: 青出于蓝, 出于自愿. Just because “于” has the meaning of “starting from...”, it can be paired with verbs that express the initial meaning, such as “起源于originates from, 来源于originates from, 开始于starts from”. “起因 + 于” can also express the meaning of “the original cause started from”. Here, the noun “起因” is temporarily used as a verb, but “起因” is still a standard noun.

From the perspective of modern Chinese, “起因于” is a quasi-preposition and can no longer be regarded as a simple combination of “noun + 于”. It is mostly used in formal language to induces the initial cause of a certain result.

In teaching, this article believes that teachers should explore and understand the origin of the collocation of “起因于”, but avoid super class language terms in explanations, which mainly reflect the meaning inheritance relationship and different usage characteristics between “起因” and “起因于”. If students ask whether “起因” can be regarded as a verb because of the form of “起因于”, teachers should help students distinguish the difference between words and phrases between “起因” and “起因于”, and use example sentences to show the verb phrase “起因于” is different from the noun “起因”. For example, “起因于” can be preceded by adverbs such as “全、都、就”. After introducing the usage, the teacher reminds the students that the “起因” from “起因于” has the same meaning as the “起因” originally learned, but the “起因” plus “于” in the sentence means “the reason why things happened started from”.

6. Conclusion

The “quantitative” information provided by the corpus can continuously improve the “qualitative” information determined according to the introspection method, but at the same time, teachers must rely on their own accumulated experience to judge whether there are problems with the information in the corpus. In addition, the corpus only displays words’ expression forms, for the special forms, teachers still need to use language ontology knowledge to make reasonable analysis. With the advent of the big data era and the development of teaching technology, the combination of the application of corpora and traditional analysis methods in synonym analysis has gradually become a trend.

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TONGUES TIED BY A SUFFIX

*R. Schusler*¹, *O. Sattorov*²*Abstract:*

This article explores the linguistic bridge between Uzbek and English through the shared use of the suffix "-ing" and the continuous aspect. Despite vast grammatical differences, Uzbek and English both employ "-ing" to indicate progressive actions, a connection not found in the two major European languages that shaped English—German and French (Comrie, 1976, p. 48). This intercultural approach enhances Uzbek students' understanding of English grammar by linking familiar structures with new ones, fostering a critical, comparative perspective on language. Through this exploration, students develop an appreciation for linguistic similarities and contrasts, promoting deeper mastery of English and reinforcing concepts in their native tongue.

Key words: English-Uzbek language comparison, -ing suffix, continuous aspect, linguistic bridge, cross-linguistic analysis, intercultural learning.

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In language education, finding commonalities between a student's native language and the target language can accelerate learning and improve comprehension [Crystal, 2003, p. 112]. English and Uzbek share two notable linguistic features—the continuous aspect and the "-ing" suffix—that provide a unique foundation for teaching English grammar to Uzbek speakers. Though English originated as a blend of Germanic and Romance influences, neither German nor French possesses a continuous aspect or "-ing" suffix with the same prominence as do English and Uzbek. By examining these parallels, we can leverage the "-ing" suffix to foster a deeper grammatical understanding in both languages.

1. The Use of "-ing" in Uzbek: Functions and Implications. In Uzbek, the suffix "-ing" serves several roles that are instrumental in Uzbek and useful in awakening students to grammatical aspects of both languages. Notably, "-ing" in Uzbek appears in imperative and possessive forms.

- Imperative Voice: The suffix "-ing" is essential in formal or plural imperatives. For example, when a teacher instructs a group to open their notebooks, they would say "Daftarlarni ochinglar!" Here, "-ing" conveys politeness or formality, while "-lar" marks plurality. Uzbek's agglutinative structure allows suffixes to attach to various grammatical elements, such as objects and verbs, providing a parallel to English nominal possessive constructions [Mathews, 2007, p. 178].

- Possessive Adjectives: The suffix "-ing" in Uzbek also serves to indicate possessive relationships. For example, "Mening do'stim Samarkandda yashaydi" (My friend lives in Samarkand) and "Uning uyi juda katta" (His house is very big) demonstrate the suffix's role in forming possessive adjectives. When applied to a person's name, as in "Akramning dugona" (Akram's friend), the possessive function of "-ing" closely resembles English's nominal possessive, providing a familiar entry point to English possessive forms.

2. The "-ing" Suffix in English: Functions Among Parts of Speech

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In English, the "-ing" suffix operates within three main grammatical contexts, each conveying a different function [Comrie, 1976, p. 53].

- **Present Participle and Continuous Aspect:** The present participle form is used in combination with the verb "to be" to create the continuous aspect, as in "The teacher is speaking to the students." This shared continuous aspect provides a bridge for Uzbek learners, who use the auxiliary "yap" to indicate ongoing action. In Uzbek, this structure serves a similar function, offering students a familiar frame of reference from which to launch their foray into the foreign tongue. This mutual aspect is particularly beneficial in a learning environment, enabling students to link novel English grammar concepts to well-known structures in Uzbek [Crystal, 2003, p. 185].

- **Gerund (Verbal Noun):** In English, "-ing" can also transform verbs into nouns, known as gerunds, which function as subjects, objects or complements within a sentence. For example, in Reading improves language skills, the gerund serves as the subject, while in I love reading, it is the direct object. This aligns with Uzbek nominalization, in which modified verbs can also serve as nouns, making it easier for students to grasp English gerunds.

- **Present Participle as an Adjective (Active Participle):** English also employs "-ing" in the active participle, largely to describe nouns performing actions, as in "We watched an entertaining movie." Here, "entertaining" functions as an adjective, describing the noun providing the entertainment. This usage can be contrasted with the passive participle (using the past participle form), wherein the adjective describes a noun that receives (or received) the action, such as "a broken window." This distinction between active and passive participles is crucial for Uzbek students, as it invites discussion on voice, actions, description, and verb types (transitive or intransitive) [Mathews, 2007, p. 245].

- **Continuous Aspect**

- o Uzbek: U kitob o'qiyapti.

- o English: He is reading a book.

- o **Explanation:** In both languages, the continuous aspect conveys ongoing action. The Uzbek verb ending "-yapti" mirrors English's "-ing," providing Uzbek students with a familiar foundation upon which to build their understanding of the continuous aspect of all English tenses.

- 2. **Gerunds and Verbal Nouns**

- o Uzbek: O'qish foydali.

- o English: Studying is beneficial."

- o **Explanation:** Both languages allow verbs to function as nouns. This grammatical feature facilitates understanding of gerunds, as students are already familiar with verbal nouns in Uzbek.

- 3,

- o To be consistent, we should have a breakdown, similar to the two preceding, of active participles, or their equivalent, in Uzbek.

Cross-Linguistic Observations: German and French Comparison. Unlike Uzbek and English, German and French lack an independent continuous aspect. While French may use prepositional phrases (e.g., "en train de") to convey progressive action, and certain German dialects achieve similar effects, neither language possesses a true continuous aspect. Additionally, "-ing" is absent in both languages, making it a unique point of connection between English and Uzbek [Crystal, 2003, p. 202]. Understanding this feature helps students appreciate the grammatical diversity among languages and highlights the uniqueness of their own language in a global context.

Conclusion. Emphasizing the "-ing" suffix and continuous aspect as common ground between Uzbek and English provides a valuable teaching strategy for language instructors. By encouraging students to reflect on these linguistic features in their native tongue, educators foster a deeper understanding of English grammar while building on familiar

concepts. This cross-linguistic approach not only bridges cultural gaps but also promotes a critical, comparative perspective that enhances students' linguistic awareness and analytical skills.

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IMPORTANCIA DE LA LENGUA ESPAÑOLA EN EL MUNDO ACTUAL

Carlos Martin-Peñasco Medina ¹

Resumen:

Este artículo aborda la expansión y el desarrollo de la lengua española en todo el mundo, analizando su situación actual. El autor considera el idioma no solo como un medio de comunicación, sino como un nexo de identidad nacional y relaciones sociales, destacando la relevancia del español en la comunicación global. Con el respaldo de datos estadísticos, el artículo subraya el poderoso tándem que forman el español y el inglés en el contexto internacional, considerando factores sociológicos, demográficos y culturales que afectan el crecimiento de la lengua.

Palabras clave: lengua española, lenguaje y cultura, globalización, relaciones sociales en el lenguaje, impactos demográficos, idiomas del mundo, identidad nacional.

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“Spanish is the loving tongue”
Charles Badger Clark.1907

Somos conocedores de las limitadas posibilidades que alberga un tema tan extremadamente amplio y complejo como el propuesto en el título como para que decidamos que, en este artículo, sea suficiente con acogernos a la humilde intención de ejercer como vector divulgativo, dejando a los investigadores la insustituible y despaciosa acción de profundizar en el conocimiento de esta lengua y su estado actual.

Ese estado precisa de modo inexcusable de lingüistas, historiadores, demógrafos y muy especialmente de sociólogos pues no en vano afirmaba el filósofo Karl Popper (1902-1994) : “mi patria es mi lengua”, que es tanto como decir que en el idioma descansa no solo la esencia misma del pensamiento individual, sino que en él reside el vínculo indisoluble de aquellos que lo comparten, pues de acuerdo con el sociólogo alemán Jürgen Habermas (1929), las relaciones que establecen entre sí los hablantes es ante todo una actividad social sometida a reglas y valores y de ellos naturalmente emanan no solamente las características identitarias sino una forma de sentir y en definitiva una forma de vida.

Abordar aunque sea superficialmente la situación de la Lengua Española en nuestros días, exige recurrir a los datos para luego intentar interpretarlos. De modo sumario esbochemos estos:

Los idiomas más hablados del mundo (cifras estimadas):

- Inglés (1450 millones de hablantes)
- Chino mandarín (1138 millones de hablantes)
- Hindi o Indostánico (609,5 millones de hablantes)
- Español (559,1 millones de hablantes)

Ahora tratemos de desmenuzar esas frías cifras dándoles contenido referidas al castellano:

a) El español es la segunda lengua más hablada del mundo, en número de hablantes nativos, superada únicamente por el chino mandarín, según el informe del Instituto

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Cervantes de España. Sin embargo, si consideramos a los hablantes nativos y no nativos, según Ethnologue, efectivamente el inglés aparece primero en la lista, lo que hace al tándem Inglés-Español el más potente en la comunidad internacional, máxime si se considera la extraordinaria penetración de nuestra lengua en el mundo anglosajón en el que se reconocen 40 millones de hispanohablantes en los Estados Unidos de América.

b) El español se habla oficialmente en 21 países, a saber: España, México, Guatemala, El Salvador, Honduras, Nicaragua, Costa Rica, Panamá, Colombia, Ecuador, Perú, Bolivia, Chile, Argentina, Uruguay, Paraguay, Venezuela, Puerto Rico, República Dominicana, Cuba y Guinea Ecuatorial.

c) Sin embargo, debemos considerar que hay otros países y territorios que lo utilizan no oficialmente: En Latinoamérica también tenemos ejemplos, como Aruba, donde la lengua oficial es el holandés, pero el 80% de las personas se comunican en español. En las Antillas Holandesas, el 59% de las personas habla español y en Belice, el 52%.

En la isla de Guam, un territorio ubicado en el Océano Pacífico e incorporado a los Estados Unidos, el 36% de la población habla la lengua española. Además, como ya indicamos, el 18% de los habitantes de Estados Unidos habla español, según el Instituto Cervantes. Y evidentemente no podemos dejar de destacar otras naciones que, como Brasil, utilizan el español, -aún careciendo del estatus de lengua oficial-, como Marruecos, Trinidad y Tobago, Australia, Canadá, Islas Vírgenes (EE.UU.), Argelia, Sáhara Occidental, Gibraltar, Noruega, Suiza y otros más como Andorra, en donde el 93% de la población habla español. También se registran comunidades de hispanohablantes en Angola y Sudán del sur.

Ahora, conocidos estas estimaciones, veamos en qué medio se mueve nuestra lengua por las distintas zonas del orbe si consideramos los fenómenos que, en un mundo cada día más globalizado, ejercen influencia innegable en la expansión y asentamiento del idioma. Aceptemos que toda forma de comunicación oral se comporta como un ser vivo y que, como este, brota de una situación determinada (véase exposición sobre el origen del Español y Lenguas Romances en la sesión plenaria del pasado 10 de Octubre en nuestra Universidad), se desarrolla de acuerdo a una amplísima batería de circunstancias, se asienta y finalmente puede prosperar sine die como son en la actualidad los mencionados Inglés, Chino, Hindi o el propio Español...o pueden permanecer en una endogámica situación localista e incluso extinguirse al desaparecer sus hablantes.

En concreto el Español en la actualidad se expande de acuerdo a estas consideraciones:

1) Situaciones de bilingüismo:

a) Contacto de lenguas: situación en que dos lenguas son usadas alternativamente por las mismas personas, como vemos por ejemplo en España en la coexistencia del castellano con el gallego, catalán y euskera. O en Uzbekistán como respuesta a la variedad étnica de su población.

b) Diglosia: Condicionada por un fuerte componente social. Es el uso estratificado de dos variedades lingüísticas (una para funciones superiores como puede ser un discurso y otra para funciones inferiores o particulares como el lenguaje en entornos familiares, grupales, gremiales, etc.).

2) Creación de Códigos Híbridos (lenguas pidgin y criollas): Asociadas al uso no reglado de dos idiomas con una simple y única vocación: la comunicación inmediata, sin pretensiones didácticas ni literarias .

a) Sustitución o dialectización.

b) Interferencias

c) Préstamos

d) Alternancias de código.

3) Elección mayoritaria del Español de la masa estudiante de habla inglesa como 2ª lengua.

Conclusión.-

Es en estos tres apartados donde se identifican tanto la posición que ostenta el castellano en la actualidad como las posibilidades que puedan caber en el futuro. Todo ello sugiere que nuestra lengua se encuentra en una ventajosa posición sostenida –además– por una potente tasa de natalidad entre la población hispana de Latinoamérica y un creciente interés en áreas anteriormente con limitada vinculación con el idioma y la cultura hispánica.

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ПРИНЦИП ДИАЛОГИЧНОСТИ КАК ОСНОВА РАЗВИТИЯ ЛИЧНОСТИ И ЕГО ИСПОЛЬЗОВАНИЕ В ПРАКТИКЕ ОБУЧЕНИЯ В ВЫСШЕЙ ШКОЛЕ В СОВРЕМЕННЫХ ОБРАЗОВАТЕЛЬНЫХ ПАРАДИГМАХ

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Аннотация:

В статье рассматриваются вопросы, связанные с реализацией принципа диалогичности как способа и стратегии реализации представления гуманитарного содержания образования в высшей школе. Актуальность темы определяется большой теоретической и практической значимостью принципа диалогичности как способа становления и развития личности обучающегося. Дидактическое моделирование диалога приобретает особый смысл в современном поликультурном и полилингвальном социуме и становится важнейшей задачей организации учебного процесса в вузе.

Ключевые слова: диалогичность, открытая коммуникация, теория критического мышления, дидактическое моделирование, принцип коммуникативной направленности.

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Появление области научного знания, в которой внимание полностью сосредоточено на человеке как познающем субъекте с учетом его общих знаний об окружающем мире, накопленного им опыта в общении с окружающей действительностью, во взаимодействии с коммуникативными, психологическими и культурологическими факторами и признание человека «рефлексивным существом», стали предпосылками к изучению феномена личности в преломлении философских, психологических, физиологических, лингвистических и дидактических гипотез, моделирующих отношения в рамках триады «человек – язык – мир». В этом плане обращение к проблематике принципа диалогичности в современных образовательных парадигмах является своевременным и актуальным.

Феномен диалога неразрывно связан с социумом и присущ человечеству на разных этапах его истории. Понятие диалогичности уходит корнями во времена античности и соотносится, в первую очередь, с именами древних философов Сократа, Платона, Аристотеля. Диалог выступал как технология устной коммуникации, как способ философского, критического миропонимания, мироосмысления и мироинтерпретации и характеризовался свободой выражения собственного мнения и равноправия в представлении и аргументированности собственной точки зрения.

Осмысление диалогичности, которая уже приобрела категориальный статус в Средние века, находится под влиянием господствующей в те времена схоластики. Диалог пронизан идеологичностью и рассматривается как способ обсуждения, в первую очередь, религиозных догм. Как отмечает Лифинцева Т.П., «В этот период диалогичность проявляется в умении разрешить поставленный вопрос или обосновать выдвинутый тезис проведением целого ряда логических операций, поначалу разделяя и затем объединяя понятия» [Лифинцева, 1999: 4].

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Категория диалогичности получила переосмысление в концепции М.М. Бахтина, который рассматривал диалог как сущность гуманитарного мышления, который «представляет собой общий принцип понимания и определения субъекта, основу понимания личности, причем диалогические отношения рассматриваются им в качестве особых смысловых отношений, «за которыми стоят...реальные или потенциальные речевые субъекты, авторы высказываний» [Бахтин, 1979: 303].

Диалог (от греч. *diálogos* – беседа, разговор двоих) трактуется как форма или вид (тип) речи, состоящий из обмена высказываниями-репликами. Традиционно, диалог считается социально-речевым образованием, поскольку он абсолютно «человекоцентричен», что подразумевает равноправие коммуникантов в выражении собственной точки зрения, ориентацию на достижение взаимопонимания и согласия, отсутствие какой-либо иерархичности или регламентации.

Данные характеристики диалога позволяют заключить, что дидактическое моделирование диалога выступает важнейшей задачей организации учебного процесса в вузе.

Термин «учебный диалог», закрепившийся в современной дидактике, используется для обозначения взаимодействия коммуникантов в ходе учебного процесса. Ролевые позиции в учебном диалоге варьируются в зависимости от целеустановки и стратегии учебного занятия и могут быть представлены коммуникативными парами «студент – студент», «студент – преподаватель», «студенты – преподаватель».

На современном этапе развития цивилизации в глобальном смысле и развития отдельных социумов в частности, появления новых технологий и жизненной необходимости «приспосабливаться» к этим новым условиям, дидактические подходы к изучению иностранного языка нуждаются в серьезном переосмыслении. Современное образование нацелено, в первую очередь, на аппликативность получаемых знаний, которые были бы востребованы в современном динамично развивающемся поликультурном мире.

Ведущим принципом обучающего процесса провозглашен принцип коммуникативной направленности, что напрямую соотносится с принципом диалогичности. Изменение установок теоретических и практических дисциплин неизменно приводит к изменению установок и в принципах преподавания языка. Коммуникативный подход в обучении иностранным языкам, прочно укрепившийся в современных дидактических учениях, нацелен на максимальное приближение процесса обучения к условиям реальной жизни и, следовательно, реальной коммуникации. Однако стремление высшей школы соответствовать современным направлениям и тенденциям, к сожалению, не соотносится с реальным состоянием: лекция превалирует над другими способами передачи информации. Выведение лекционного процесса на цифровые платформы мало изменило сущность лекции, скорее усилило принцип «монологичности».

Следует заметить, что процесс коммуникации в целом не отличается разнообразием ресурсов осуществления коммуникации. В арсенале насчитывается лишь три вида, а именно монолог, диалог и полилог. И если монолог предполагает одностороннее продуцирование речи, то диалог и полилог представляют собой взаимный обмен мнениями и смену статуса участников коммуникации, иными словами собственно открытую коммуникацию.

Современная дидактика характеризуется многообразием подходов, принципов, стратегий и направлений в исследованиях. Наличие новых научных взглядов и методологических принципов позволяет выстраивать новую парадигму взаимодействия участников образовательного процесса.

В процессе диалоговой (полилоговой) коммуникации происходит обмен мнениями, поэтому объем и содержание получаемой информации требует критического осмысления, поиска и тщательного анализа необходимой информации, прогнозирование результатов коммуникации. Все вышесказанное коррелирует с идеей теории критического мышления, которая еще в начале XX века разрабатывалась в трудах Дж. Брунера, Ж. Пиаже, Д. Халперн, Л.С. Выготского. Данная теория становится весьма популярной и востребованной современной дидактикой, которая обращается к теории критического мышления как одному из эффективных способов формирования у студентов умений и навыков в области аргументации и представления полученных знаний. Как и любое неоднозначное понятие, термин «критическое мышление» подвергается многочисленным интерпретациям. Но наиболее полным и логичным следует признать определение Д. Халперн, которая рассматривает «критическое мышление» как вид мыслительной деятельности, которой присущи такие характеристики, как целенаправленность, логичность, взвешенность, сосредоточенность, что увеличивает вероятность достижения поставленной цели в процессе решения интеллектуального задания [Халперн 2000: 23].

Теория критического мышления в полной мере соотносится с понятием открытой коммуникации, которое, в свою очередь, напрямую связано с принципом коммуникативной направленности в обучении.

Наиболее полная характеристика сущности и процесса критического мышления изложена в работах Дж. Барелла, который определяет целый ряд «специальных методических инструментов» и формулирует основные принципы теории критического мышления [Barell 1995: 40], следование которым позволяет добиваться максимального успеха в процессе обучения открытой коммуникации. В качестве основополагающих принципов выступают самостоятельность, логическое мышление, умение отстаивать свою точку зрения, уважение к чужой точке зрения.

Дидактика обладает огромным арсеналом заданий, направленных на развитие критического мышления. Цифровизация образования, несомненно, значительно расширила и набор этих заданий, и способы их исполнения, и принципы выполнения таких заданий.

Одной из самых успешных технологий в обучении открытой коммуникации по праву следует считать групповую проектную деятельность. Именно проектная работа позволяет реализовать принцип диалогичности в обучении иностранному языку, «позволяет отрабатывать полученные языковые навыки и умения в ситуациях иноязычного общения» [Широкова URL].

В качестве примера проанализируем одну проектную работу, используемую в работе со студентами 3 курса, на примере анализа рассказа Р. Брэдбери *The Smile*, речь в котором идет о постапокалиптическом обществе. Центром сюжета является описание единственно оставшегося вида развлечения для людей – «фестиваля», во время которого уничтожаются все артефакты некогда существовавшей цивилизации. На этот раз «жертвой» становится Мона Лиза, уникальный шедевр кисти Леонардо да Винчи.

На первом этапе (УСТАНОВКА) определяется количественный параметр участников проекта – будет ли этот проект индивидуальным или групповым. Существуют разные принципы организации студентов (например, по уровню владения языком, по интересам и мотивации, по психотипу и т.д.). К решению этого вопроса преподавателю следует подходить очень серьезно, именно от того, насколько правильно сформирована группа, будет зависеть результативность сотрудничества студентов в процессе работы над проектом. Очень важно принимать во внимание и мнение самих студентов.

В первой фазе работы над проектом (в нашем случае – это индивидуальный проект, по крайней мере, на этапе установки) студенты получают задание: Подготовьте презентацию с выбором 5 художественных объектов, которые, по вашему мнению, необходимо сохранить для будущих поколений. Аргументируйте свой выбор. Следует отметить, что работа над этим проектом проходит до того, как студенты знакомятся с рассказом. Отсутствие привязки к какой-либо конечной цели создает определенного рода интригу, что позволяет включить воображение и строить разного рода прогнозы.

Вторая фаза (РЕАЛИЗАЦИЯ) предусматривает собственно работу над проектом, а именно: поиск информации, дальнейшая ее категоризация, продумывание аргументативной базы, подготовка презентации и, самое главное, разработка алгоритма вовлечения одноклассников в дальнейшее обсуждение.

Заключительная фаза (РЕФЛЕКСИЯ) включает презентацию проекта, во время которого автор проекта представляет свою точку зрения, приглашает студентов к обсуждению, реагирует на противоположную точку зрения, проявляя толерантное отношение к оппоненту. После представления всех проектов студенты все вместе делают выводы.

Заключительный этап работы показал, насколько схожими могут быть представления участников проекта в понимании прекрасного и важности сохранения мирового культурного наследия. Важным фактором при работе над проектом является максимальная самостоятельность студентов на всех этапах работы, что заставляет их искать пути решения поставленной задачи и, самое главное, отстаивать свою позицию в процессе диалога со своими оппонентами.

Проектные задания должны варьироваться и по сложности предлагаемой проблематики, и по структурной организации, и по набору участников открытой коммуникации. Критическому мышлению свойственна практическая ориентация, и этот вид деятельности не только является эффективным методом освоения языкового материала, но, самое главное, позволяет реализовать свой творческий потенциал и критически осмыслить результат своей работы.

Таким образом, современный образовательный процесс невозможно представить без диалога как основного вида взаимодействия. Именно в диалогическом общении (в широком понимании этого термина) развивается умение формулировать свои мысли, ставить перед собой задачи и продумывать алгоритм их решения, внимательно слушать и принимать иную точку зрения. В случае обучения иноязычной речевой коммуникации речь еще идет и о правильности выбора языкового материала (как лексического, так и грамматического). Использование диалога становится еще более важным в условиях современного поликультурного и полилингвального общества, когда необходимо принимать во внимание и национально-культурные особенности коммуникантов. Поэтому дидактическое моделирование диалога выступает важнейшей задачей организации учебного процесса в вузе.

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ПРОБЛЕМА СОСТАВЛЕНИЯ УЧЕБНОГО СЛОВАРЯ ДЛЯ ОБУЧЕНИЯ ПРОФЕССИОНАЛЬНОМУ ИНОСТРАННОМУ ЯЗЫКУ

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Аннотация:

Статья посвящена анализу составления словаря Modern Learning. Специфика преподавания профессионального иностранного языка и современные методы обучения требуют создания новых типов учебных словарей.

Ключевые слова: учебный словарь, обучение иностранному языку, учебные единицы, структуризатор словесных артиклей, терминологический минимум.

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Коммуникативная иноязычная компетентность является в настоящее время одной из главнейших составляющих компетентности любого специалиста. В связи с этим совершенствование обучения профессиональному иностранному языку является актуальной задачей. Достижение цели обучения – формирование профессиональной коммуникативной иноязычной компетентности – в значительной мере зависит от средств обучения, среди которых особое место принадлежит специальным учебным словарям. Специфика обучения профессиональному иностранному языку, современные методики обучения требуют создания новых типов учебных словарей. Такие учебные словари должны не только описывать словарный состав, что обычно имеет место в учебных и лингвистических словарях, но и ориентировать на использование языка, т.е. они должны выступать в качестве учебного пособия (самостоятельного компонента учебного методического комплекта), содержащего лексические учебные единицы, отобранные в соответствии с задачами обучения. Состав словаря, структура словарной статьи, должны соответствовать назначению такого типа учебного словаря.

Актуальность создания методически обоснованных лексических минимумов, терминологических словарей для подготовки студентов по узкой специальности в настоящее время признается как методистами, так и лексикографами. Такой словарь является практическим справочником для студентов при работе над специальной лексикой и методическим пособием для преподавателей и должен включать специальную лексику с подразделением ее на классы слов. Отобранный минимум может служить лексической основой учебников и учебных пособий, предназначенных для развития речевых умений. Известно, что смысловым ядром профессионального языка являются термины, передающие содержательную информацию и существующие только внутри терминологического поля. Терминология как интегрирующий фактор позволяют создавать единое информационное пространство, обеспечивающее информационное взаимопонимание на национальном и межнациональном уровнях, совместимость правовых и нормативных документов и т. п. [1].

Терминологический минимум должен быть лексикографическим пособием, которое позволяет усвоить специальную терминологию как систему. Очевидно, что такое пособие должно сочетать в себе характеристики терминологического и учебного

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словарей, и при его разработке должны использоваться принципы и рекомендации, лежащие в основе создания этих видов словарей. Для обоснованного выбора состава словаря первостепенное значение имеет выбор рациональных принципов отбора лексики, определяемых целями и задачами обучения, лингвистическими характеристиками подлежащей отбору лексики и методическими требованиями, соответствующими конкретным условиям учебного процесса. При определении качественного состава учебного терминологического минимума могут быть использованы с некоторыми коррективами принципы, служащие для отбора общеупотребительной лексики (стилистическая ограниченность, семантическая ценность, частотность, словообразовательная ценность, образцовость) [2] и требования, предъявляемые к терминам (вхождение термина в терминологическую систему данной отрасли, новизна, степень внедрения, однозначность, адекватность иноязычного эквивалента, тематичность) [1].

Терминологический словарь в соответствии с требованием экономичности должен включать наиболее важные понятия, характерные для конкретной специальности, минимальное количество терминов и терминологических сочетаний, составляющих ядро терминологической системы, обладать большой коммуникативной ценностью, создавать большой потенциальный лексический запас. Семантическая ценность предполагает, что в словарь отбираются, в основном, термины, обозначающие родовые понятия наиболее важные для данной отрасли. Выделение этих терминов осуществляется на основе специально разработанной тематики, охватывающей основные разделы той или иной области знаний. Тематика вырабатывается в результате изучения состава терминологической системы по литературе, преимущественно учебной, излагающей систематизированные курсы по соответствующим научным дисциплинам. Для гарантии детальной разработки темы следует делить на подтемы и подразделы. При этом рекомендуется использовать сборники основных терминов, составленные специалистами профилирующих кафедр. Согласно принципу частотности первоочередному включению в терминологический минимум подлежат термины, обладающие наиболее высокой частотностью. Для реализации этого принципа могут использоваться частотные терминологические словари.

В соответствии с принципом образцовости в словарь должны войти термины, иллюстрирующие основные словообразовательные модели и представляющие образцы с точки зрения их перевода. Согласно отрицательному критерию в словарь не должны входить прозрачные в семантическом отношении заимствованные термины, производные и сложные термины, устойчивые терминологические сочетания, о значении которых можно догадаться на основе знания семантики составляющих их первичных слов. В словарь включаются лишь термины, которые при сходном написании и звучании в обоих языках имеют различное значение (start – старт и пуск) и сложные термины, значения которых не вытекают из суммы значений отдельных компонентов, входящих в их состав. Введение учебного принципа указывает на отсеб лексики, известной на предыдущих этапах обучения, позволяет не включать в словарь служебные и полнзначные слова, интернациональную лексику. Частотность служит приблизительным ориентиром объема словаря. Основными требованиями при определении количественного объема являются: достаточность лексического материала для выполнения целевой установки, определяемой программой (минимальное количество терминов, для понимания специальной литературы и ведения беседы на специальные темы) и возможность прочного усвоения лексики в конкретных условиях (метод обучения, возможности памяти, бюджет времени).

Авторы словарей и методических исследований по-разному оценивают объем лексического запаса, необходимого для понимания специальной научно-технической

литературы и беседы на специальные темы. Этот объем колеблется в пределах от 4000 до 8000 лексических единиц [2]. Учебные словари-минимумы, являющиеся компонентом учебно-методических комплектов для вузов, как правило, содержат наиболее употребительные и распространенные в специальной литературе слова. Количество слов колеблется в пределах от 1200-2000 [3]. Терминологические словари, предназначенные для формирования базового словарного запаса студентов должны включать 400-500 отраслевых терминов [4]. Ограниченный объем терминов считается достаточным для чтения узкоспециальной технической литературы. Это обстоятельство подтверждает тот факт, что основная масса слов, употребляющихся в литературе в любой конкретной области, включает в себя лексику общую для всех отраслей данной совокупности знаний, а также общенаучную и общетехническую лексику.

При определении количественного объема терминологического словаря-минимума необходимо учитывать возможности прочного усвоения отобранного лексического материала в конкретных условиях учебного процесса. Работы ведущих методистов свидетельствуют, что темп накопления лексики в вузе и школе колеблется от 7 до 20 лексических единиц за 1 час. Эти показатели могут служить ориентиром при определении количества лексических единиц, включаемых в словарь, предназначенный для обучения профессиональному иностранному языку в конкретных условиях. Для того чтобы учебный терминологический минимум мог обеспечить задачу практического овладения языком, он должен быть наиболее рационально организован, так как правильная методическая организация имеет большое значение для усвоения лексики. Следует отметить тот факт, что абсолютное большинство терминологических словарей строится по алфавитному принципу. В то же время многочисленные практические потребности специалистов свидетельствуют о том, что терминологический словарь может быть построен не только по алфавитному или по алфавитно-гнездовому принципу расположения терминов, но и по идеографическому принципу, на логико-понятийной основе, на базе строгой научной классификации понятий. Этот последний принцип, в конечном счете, дает возможность легче найти необходимые термины по их значению. Систематический порядок размещения терминов обязателен для словарей, предназначенных для фиксации системы понятий определенной области знания. Это требование распространяется и на словари, отражающие классификацию понятий неиерархического характера (многоаспектную классификацию, где, например, вначале фигурируют термины, обозначающие объекты, затем – признаки, далее – операции над объектами). Все эти термины целесообразно также размещать по принципу – от общего к частному, а не по алфавиту. В терминологических минимумах рекомендуется использовать систематическое расположение слов при наличии алфавитного указателя [5]. Методическое требование к словарю определяет нацеленность на изучение языка и его функций. Каждый учебный словарь должен представлять собой небольшую по формату и удобную в работе книгу. Быстрота и легкость наведения справок составляют отдельный признак учебного словаря. Это, прежде всего, связано с упорядочением материала в словаре, с характером подачи словарной информацией таким образом, чтобы она по возможности была краткой, но достаточно исчерпывающей. Последнее является принципиально важным элементом и направленно на то, чтобы исключить возможность необходимости обращения учащегося к другим словарям по тому же самому вопросу.

Таким образом, создание специального учебного словаря – очень сложная и значительная по объему работа, требующая больших временных затрат и привлечения специалистов. Кроме общелингвистических положений о слове, его значениях и употреблении, надо понимать состав словаря и знать технику составления словарей.

Продуманная, хорошо организованная работа позволяет экономить временные затраты на создание словаря.

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СОВРЕМЕННАЯ ОБРАЗОВАТЕЛЬНАЯ ПАРАДИГМА ОРГАНИЗАЦИИ ЛЕКЦИИ ПО ЛИТЕРАТУРОВЕДЧЕСКИМ ДИСЦИПЛИНАМ

З. Пардаева¹

Аннотация:

В статье рассматриваются проблемы современной образовательной парадигмы организации лекции по литературоведческим дисциплинам при кредитно-модульной системе обучения. Особо выделяются 5 этапов организации и проведения лекционного занятия, такие, как «подготовительный этап организации образовательного процесса», «разработка технологической карты лекции», «подбор учебно-теоретической литературы», «подготовка лекционного материала» и «проведение лекции».

Ключевые слова: образовательная парадигма, лекция, кредитно-модульное обучение, информационная платформа HEMIS.

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Организация лекционного занятия по литературоведческим дисциплинам при кредитно-модульной системе обучения является важной частью современной образовательной парадигмы организации учебного процесса по литературоведческим дисциплинам. [1] Она состоит из следующих учебно-методических процессов:

- 1) Подготовительный этап организации образовательного процесса;
- 2) Разработка технологической карты лекции;
- 3) Подбор учебно-теоретической литературы;
- 4) Подготовка лекционного материала;
- 5) Проведение лекции.

Рассмотрим каждый этап исходя из требований кредитно-модульной системы обучения на примере модуля «Литературное произведение» по дисциплине «Введение в литературоведение».

Первый этап «Подготовительный этап организации образовательного процесса» представляет собой подготовку нормативных документов – учебную программу, syllabus дисциплины, календарный план и их загрузку в приложение для обучающихся информационной системы управления процессами высшего образования «HEMIS», через которое осуществляется образовательная деятельность педагога и обучающихся, которая будет контролироваться офис регистратором. В меню «База предметов» преподаватель загружает по последовательности учебную программу и syllabus дисциплины (в меню «Ресурсы предмета»), тематику лекций (в меню «Темы предмета»), календарный план (в меню «Календарный план»), лекционные материалы (в меню «Ресурсы предмета»), задания по самостоятельной работе (в меню «Задачи предмета»).

Студент, осведомленный через информационную платформу заданиями к лекционной теме, должен готовиться к предстоящему занятию.

Второй этап «Разработка технологической карты лекции» предусматривает технологию организации лекционного занятия, при разработке которой учитывается

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деятельность преподавателя и студентов, применяемые педагогические и информационные технологии, а также отведенное время на выполнение конкретных задач.

Третий этап «Подбор учебно-теоретической литературы» обязует преподавателя тщательно подготовить задания к освоению научно-теоретических знаний по теме лекции.

Основы научно-теоретических знаний по модулю «Литературное произведение» составляют: Основы литературоведения. Мещеряков В.П. Учебное пособие. – Москва: Дрофа, 2003; учебник Хализева Е.В. «Теория литературы». Издание 4-е исправленное, дополненное. М., Высшая школа. 2004; Есин А.В. Принципы и приемы анализа литературного произведения: учебное пособие. – М., 2009; Камилова С.Э. Теория литературы. Введение в литературоведение. Т., 2016. [7, 9, 4, 6]

К основам научно-теоретических знаний по модулю прилагаются: планы лекционных и семинарских занятий, образцы разработок к ним, опорные слова и выражения, вопросы и задания к теме, задания к самостоятельной работе, глоссарий, примерные разработки инновационных педагогических методов и приёмов по темам лекций и семинарских занятий, литературоведческий словарь терминов и понятий, рекомендуемая литература. [8]

На лекционных занятиях освещаются такие вопросы, как содержание и форма, тема, идея, проблема художественной литературы, сюжет и композиция литературного произведения. Хотя основное внимание уделено литературному произведению как художественному целому, в структуре модуля освещаются также литературные роды, виды и жанры, художественная речь, основы стихосложения.

При изучении данного модуля и примыкающих к ним тем, мы придерживались учениям В.Е.Хализева, В.П.Мещеряков, А.Б.Есина, С.Э.Камиловой, которые рекомендуют анализ произведения как путь к его интерпретации в той или иной мере всегда субъективно окрашенной. Авторы исходят из диалогической концепции искусства, согласно которой в рождении смысла произведения участвует читатель. [9, 7, 4, 6]

При разработке данного модуля учтено закрепление теоретико-литературных знаний, правильное использование терминологии и литературоведческих понятий при изучении и анализе литературно-критических материалов и художественных текстов.

В четвертом этапе «Подготовка лекционного материала» преподаватель должен подготовить лекционный материал исходя из современных требований подготовки учебных материалов.

В целях качественной организации вузовской лекции учтены принципы подготовки текста лекции: научность содержания, доступность и убедительность изложения, систематичность, ответственность, приоритет общечеловеческих ценностей.

Лекция должно отвечать научным, педагогическим и технологическим критериям: [5]

Пятый этап «Проведение лекции» предусматривает организацию лекции с эффективным результатом:

На лекции должно быть установлено педагогическое содружество между преподавателем и студентами;

Лекция должна соответствовать современному состоянию науки об изучаемом предмете;

Лекция должна содержать анализ методологии достижений, поисков данной науки и динамики её развития в ближайшие годы;

Лекция должна быть насыщена необходимым и достаточным терминологическим аппаратом;

Все новые термины и понятия должны разъясняться;

Визуальные наглядные пособия требуется использовать регулярно;

Соблюдать правила направленности изложения от легкого к трудному, от известного к неизвестному, от простого к сложному, от близкого к далекому;

Подбирать злободневные и близкие к реальной жизни факты;

Доска в процессе лекции использовать эстетично;

Убедительность изложения содержания лекции;

Вербальные средства (голос) поведения преподавателя в аудитории подкрепляются невербальными – жестами, мимикой, паузами и др.;

Убедительность лекции через доверие к профессионализму и личностным качествам преподавателя (направленность его на «объект-субъектные» или «субъект-субъектные» отношения);

Чувствует смену настроения аудитории и уверенно управляет этим процессом, устанавливая с ней контакт;

Изученный материал обобщается, выделяются и оформляются главные мысли и выводы;

Используются методические приёмы для повышения мотивации к изучению темы (актуальность, связь с потребностями, с реальной жизнью и практикой будущей профессии);

Осуществляется критический анализ различных точек зрения на отдельные научные положения лекции, показывается борьба гипотез и направлений;

Осуществляется критический анализ различных точек зрения на отдельные научные положения лекции, показывается борьба гипотез и направлений. [8]

Вывод: взаимодействие педагогической деятельности преподавателя и учебной деятельности студентов на основе сочетания требований принципов проблемности и мотивационного обеспечения учебного процесса способствует осуществлению интеграции лекции и самостоятельной аудиторной и внеаудиторной работы студентов в рамках концентрированного учебного занятия при кредитно-модульной системе обучения.

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РАЗРАБОТКА И ВНЕДРЕНИЕ ЦИФРОВЫХ ОБРАЗОВАТЕЛЬНЫХ ПЛАТФОРМ В УНИВЕРСИТЕТАХ КЫРГЫЗСТАНА

Абдимомунова А.О.¹, Самсалиев А.М.²

Аннотация:

В условиях быстро меняющегося мира цифровизация становится ключевым фактором развития образовательных систем. Она не только трансформирует подходы к обучению, но и влияет на качество образования и его устойчивость в различных социальных и экономических контекстах. В данной статье рассматриваются основные аспекты цифровизации образования, их влияние на качество образовательных услуг и устойчивость системы в целом. Цифровизация образования в высших учебных заведениях Кыргызстана становится важным направлением для повышения качества образования и адаптации к современным требованиям. В условиях глобализации и технологических изменений необходимость в цифровых навыках возрастает, что требует пересмотра традиционных методов обучения.

Ключевые слова: высшие учебные заведения, цифровизация, распоряжение, качество образования, информационно-коммуникационные технологии (ИКТ), образовательный процесс.

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Цифровизация образования в высших учебных заведениях Кыргызстана становится важным направлением для повышения качества образования и адаптации к современным требованиям. В условиях глобализации и технологических изменений необходимость в цифровых навыках возрастает, что требует пересмотра традиционных методов обучения. Цифровизация образования включает в себя различные аспекты качества, начиная от организационных вопросов, технологической инфраструктуры и заканчивая педагогическими подходами.

Авторами установлено, что цифровое образование играет важную роль в Кыргызстане из-за широкого использования современных технологий и революционных изменений в образовательном секторе. Учебные заведения по всей стране начали внедрять современные методы передачи знаний соискателям, включая смарт-доски, LCD-проекторы и т.д.

Заведения высшего образования превратились на развивающиеся технологические центры и придающие навыки будущему. Государства и институты реагируют на эти изменения и проводят активную политику развития цифровой инфраструктуры и образования в т.ч. Авторами проанализированы Распоряжения, Платформы, Форумы, которые должны обеспечить качественное развитие цифрового движения в учебных заведениях. Отмечено, что в Кыргызстане цифровизация была принята одним из приоритетов государственной политики в 2019 г. Инициатива «Национальной стратегии устойчивого развития Кыргызской Республики 2018-2040» утверждена решением Совета безопасности Кыргызской Республики №2 от 14 декабря

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2018 года. Концепция «Цифровой Кыргызстан 2019-2023» определяет структуру, систему управления и основы процесса цифровизации страны. Соответственно к инициативам развития высшего образования, вузы должны активно применять цифровые инструменты и к 2032 году должны перейти к новым цифровым моделям обучения; создать условия обеспечения конкурентоспособности образовательной и научно-исследовательской деятельности [5,6].

Определено, что основными задачами, стоящими перед вузами КР, являются: цифровизации внутренних процессов в учебных заведениях отдельно; развитие цифрового маркетинга для взаимодействия разных групп (преподавателей, соискателей, администрации, абитуриентов); развитие цифровой компетентности соискателей и преподавателей.

Анализ исследований определяют основные приоритетные позиции развития информационного общества в нашей республике на основе интеграции в мировые процессы цифровизации. Основные задачи системы образования на данном этапе являются:

- внедрение цифрового образования в общую систему образования;
- развитие IT-образования и подготовка высококвалифицированных IT-специалистов;
- цифровые навыки для всего населения, в том числе для уязвимых групп;
- развитие национального цифрового контента на государственном (кыргызском) языке.

Предыдущие исследования свидетельствуют о том, что общие стратегии в высших учебных заведениях, направленные на цифровизацию для преподавания и обучения, все еще отсутствуют или неполные. Несмотря на недостатки с 2021 года регистрация абитуриентов в высших и средних профессиональных учебных заведениях проводится через информационную систему «Абитуриент онлайн». Система позволяет абитуриентам упростить процесс поступления. Так, не выезжая из дома к месту расположения учебного заведения, абитуриент может подать документы в онлайн-режиме. В 2021 году стала функционировать Информационная система для поступления в зарубежные вузы «Студенты за рубежом» для организации конкурсов через Министерство образования и науки Кыргызской Республики. В 2022 году в информационную систему «Абитуриент онлайн» внедрен модуль для приема абитуриентов в профессиональные лицеи. Впервые приемная кампания в профессиональные лицеи организована в онлайн формате. С 2022-2023 учебного года иностранные граждане могут подавать заявку для обучения в вузах КР через систему «Цифровой контракт» [6].

Изложение основного материала исследования. В настоящее время информационные и цифровые средства и технологии быстро развиваются и они становятся все более и более важными в науке, технике, экономике, образовании, политике, обществе и окружающем среде. Цифровизация присутствует во всех сферах современной жизни, и высшее образование не исключение. Важно понимать комплексное влияние цифровизации на все составляющие высшего образования – от развития цифровой компетентности у соискателей высшей образования, преподавателей и персонала университетов в развитии цифровой инфраструктуры заведений высшего образования. Актуальные вопросы влияния цифровизации на экономику и общество рассматривались 22-27 ноября 2021 г. в ОАЭ на Глобальном саммите по вопросам производства и индустриализации (GMIS) по теме «Перестройка обществ: перепрофилирование цифровизации для процветания». Саммит собрал чиновников, отраслевых лидеров и экспертов для обсуждения наилучших способов подготовки к восстановлению после Covid-19 и определение роли промышленного сектора в ускорении этого восстановления.

На сегодняшний день в вузах Кыргызстана наблюдается увеличение использования цифровых технологий. Множество учебных заведений внедряют электронные образовательные платформы, что позволяет облегчить доступ к образовательным ресурсам и обеспечить гибкость в обучении. Индекс цифрового внедрения в Кыргызстане в 2016 г. составил 0,49 баллов и занял 96-е место из 183 стран [9].

Таким образом, цифровизация в образовании позволяет шире оказывать услуги, более качественно обеспечивать связь между соискателями, распространять и использовать технологии для преподавания и обучения. При введении цифровизации в образовательный процесс учебного заведения важно критически осмыслить через призму задачи «совершенствования преподавания», какие именно цифровые платформы и инструменты целесообразно использовать. Ведь чрезвычайно важна поддержка университетов в целом, и преподавателей в частности, в развитии институциональной способности по совершенствованию преподавания и профессионального развития [8].

Выводы. Преподавание и обучение в современном вузе меняется не только под давлением вызовов, рисков, требований пространства и времени, но также и людей: преподавателей, соискателей, лидеров, способных изменять учебные заведения и вместе с ними делать лучше и наш мир. В КР сейчас есть все ключевые условия, которые позволяют говорить о потенциальной успешности цифровизации в высших учебных заведениях.

Цифровизация образования в вузах Кыргызстана открывает новые возможности для студентов и преподавателей. Тем не менее, для успешной реализации этих изменений необходимы комплексные меры, направленные на преодоление существующих барьеров. Интеграция цифровых технологий в образовательный процесс может значительно повысить качество образования и подготовить студентов к требованиям современного рынка труда.

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СРАВНИТЕЛЬНЫЙ АНАЛИЗ АВТОРСКИХ ПЕДАГОГИЧЕСКИХ ТЕХНОЛОГИЙ В ПРЕПОДАВАНИИ МЕДИЦИНЫ ИНОСТРАННЫМ СТУДЕНТАМ В УЗБЕКИСТАНЕ И КИРГИЗИСТАНЕ

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Аннотация:

Преподавание медицины иностранным студентам в Узбекистане и Киргизистане имеет свои особенности, связанные с культурными, языковыми и образовательными различиями. В связи с этим, актуальным становится вопрос о применении авторских педагогических технологий, способных адаптироваться к специфике обучения иностранцев и повысить эффективность образовательного процесса. В данной статье будет проведен сравнительный анализ авторских педагогических технологий, применяемых в медицинских вузах двух стран.

Ключевые слова: медицина, инновационные технологии, авторские технологии, образовательный процесс, иностранные студенты.

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Введение

Образование в области медицины принимает важное значение в условиях глобализации и увеличения числа иностранных студентов, выбирающих изучение медицины в странах Центральной Азии. Узбекистан и Киргизстан, обладая богатыми образовательными традициями и культурным наследием, стали привлекательными для иностранных студентов, особенно из стран СНГ и Азии. В данной статье будет произведен сравнительный анализ авторских педагогических технологий, используемых в преподавании медицины в этих двух странах.

Актуальность проблемы

- Глобализация медицинского образования: Необходимость подготовки специалистов, способных работать в международной среде.
- Культурные и языковые барьеры: Адаптация образовательного процесса к потребностям иностранных студентов.
- Повышение качества медицинского образования: Использование инновационных методов обучения для достижения более высоких результатов.

Образовательные системы Узбекистана и Киргизистана

Обе страны имеют свои уникальные образовательные системы, которые влияют на методику преподавания и восприятие материала студентами.

Узбекистан: В последние годы Узбекистан провел ряд реформ в образовании, акцентируя внимание на модернизации учебных планов и внедрении авторских

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методик. В стране активно развиваются программы на английском языке, что значительно улучшает возможность обучения иностранных студентов.

Киргизстан: В Киргизстане образовательная система также нацелена на привлечение иностранных студентов, но может сталкиваться с рядом трудностей, таких как недостаток преподавателей, владеющих иностранными языками, и ограниченные ресурсы.

Авторские педагогические технологии

Авторские педагогические технологии представляют собой инновационные методы преподавания, направленные на активизацию учебного процесса и улучшение усвоения материала.

В Узбекистане: Ведущими педагогами реализованы такие технологии, как проектное обучение и проблемное обучение. Эти методы стимулируют студентов к самостоятельному поиску решений и углубленному анализу медицинских случаев. Кроме того, активно используются современные информационные технологии, которые способствуют дистанционному обучению и интерактивным занятиям.

В Киргизстане: Ведущие вузов Киргизстана также применяют авторские методики, такие как игровые технологии и кейс-метод, которые позволяют студентам анализировать реальные медицинские сценарии. Однако, ограничения инфраструктуры и нехватка учебных материалов порой затрудняют внедрение этих технологий в полном объеме.

Сравнительный анализ авторских педагогических технологий в преподавании медицины иностранным студентам в Узбекистане и Киргизстане показывает, что обе страны стремятся к развитию и внедрению современных методов обучения

Сравнительный анализ

Критерий сравнения	Узбекистан	Киргизия
Частота использования интерактивных методов	Широко применяются ролевые игры и групповые проекты.	Активно используются кейс-метод и дискуссии.
Использование информационных технологий	Наблюдается активное внедрение электронных учебников и онлайн-платформ.	Менее распространено использование симуляционных программ.
Индивидуальный подход	Индивидуальные учебные планы разрабатываются в основном для студентов с особыми потребностями.	Существует практика менторства и наставничества.
Культурно-адаптированный подход	Учитываются культурные особенности студентов из разных стран.	Акцент делается на адаптации учебных материалов к местным условиям.

Тем не менее, существует необходимость в решении ряда проблем, связанных с языковыми барьерами, кадровым потенциалом и поддержкой инфраструктуры. Успешная реализация авторских технологий может существенно повысить качество образования и сделать медицину более доступной для иностранных студентов.

3. Проблемы и перспективы

Хотя обе страны имеют свои подходы к преподаванию медицины, существует ряд общих проблем:

Языковой барьер: Проблемы с владением иностранными языками как со стороны преподавателей, так и со стороны студентов могут снижать эффективность образовательного процесса.

Кадровый потенциал: Нехватка квалифицированных специалистов, владеющих современными методиками и имеющих опыт работы с международными студентами, также является серьезным препятствием.

Инфраструктура: Визуальные и материально-технические условия для практических занятий требуют улучшения в обеих странах.

Закключение

В свете вышеописанных проблем, наступает необходимость в разработке комплексных программ, направленных на подготовку преподавателей, владеющих иностранными языками и современными образовательными технологиями. Это позволит не только улучшить качество преподавания, но и создать более комфортные условия для иностранных студентов, что, в свою очередь, будет способствовать притоку новых учащихся в медицинские вузы.

Кроме того, важно уделить внимание сотрудничеству между образовательными учреждениями Узбекистана и Киргизстана. Обмен опытом и совместные проекты могут стать мощным инструментом для внедрения лучших практик и преодоления существующих барьеров. Такой подход позволит обеим странам развивать свои образовательные системы более эффективно.

Наконец, акцент на использовании современных технологий, таких как дистанционное обучение и интерактивные платформы, может значительно расширить возможности для студентов. Это послужит не только для улучшения усвоения материала, но и станет актуальным ответом на вызовы, поднимаемые глобализацией и быстрыми изменениями в сфере медицины. Таким образом, будущее медицинского образования в Центральной Азии выглядит обнадеживающим, если учесть эти направления развития.

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ИСПОЛЬЗОВАНИЕ АВТОРСКИХ ПЕДАГОГИЧЕСКИХ ТЕХНОЛОГИЙ В ПРЕПОДАВАНИИ ВАЛЕОЛОГИИ В НЕМЕДИЦИНСКИХ УНИВЕРСИТЕТАХ

Р. Сулайманова ¹, Б. Нарматова ², Г. Шарифова ³, Д. Алимджанова ⁴

Аннотация:

Валеология, наука о здоровье, становится все более актуальной в современном мире. В немедицинских вузах ее преподавание направлено на формирование у будущих специалистов навыков здорового образа жизни и способности заботиться о своем здоровье. Однако традиционные методы обучения часто не позволяют достичь желаемых результатов. В этой связи возрастает роль авторских педагогических технологий, которые позволяют сделать процесс обучения более интересным, эффективным и результативным.

Ключевые слова: валеология, инновационные технологии, авторские педагогические технологии, образовательный процесс, здоровый образ жизни.

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Введение

В современных условиях стремительного развития образовательных технологий и систематизированного подхода к обучению, особенно важным становится использование авторских педагогических технологий. Валеология, наука о здоровье, становится все более актуальной в современном мире. В условиях немедицинских университетов преподавание валеологии, науки о здоровье, представляет собой особую задачу. Интеграция авторских методик в учебный процесс позволяет не только повысить уровень усвоения материала, но и развить у студентов навыки критического мышления и самосознания, необходимых для формирования ответственного отношения к собственному здоровью и здоровью окружающих.

Понятие валеологии и значимость её преподавания

Валеология, как наука о здоровье, охватывает широкий спектр тем – от физиологии и анатомии до психологии и социологии здоровья. В современном мире, где здоровье становится основой устойчивого развития личности и общества, важно дать студентам знания, позволяющие им строить осознанный стиль жизни. В условиях немедицинских университетов, где студенты не получают медицинского образования, валеология помогает развивать критическое мышление и личную ответственность за свое здоровье и здоровье окружающих.

Актуальность проблемы

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- Низкий уровень мотивации студентов: традиционные лекции и семинары часто не вызывают интереса у студентов.

- Недостаточная практическая направленность обучения: студенты не всегда могут применить полученные знания на практике.

- Отсутствие индивидуального подхода: стандартные программы не учитывают особенности каждого студента.

- Быстрое устаревание информации: в области здоровья постоянно появляются новые данные, которые необходимо учитывать в учебном процессе.

Авторские педагогические технологии

Авторские педагогические технологии – это уникальные методические подходы, разработанные отдельными педагогами или группами для решения специфических задач в обучении. Они могут включать в себя инновационные методики, такие как:

1. Проектная деятельность – позволяет студентам работать над реальными проблемами в области здоровья, разрабатывать и реализовывать проекты, что способствует углубленному пониманию темы. Студенты самостоятельно разрабатывают и реализуют проекты, связанные со здоровьем.

2. Интерактивные методы обучения – использование ролевых игр, симуляций и дебатов помогает создать динамичную образовательную среду, в которой студенты могут попрактиковаться в принятии решений и разработке стратегий. Студенты принимают на себя различные роли и моделируют различные ситуации, связанные со здоровьем.

3. Мультимедийные технологии – внедрение видео, подкастов, интерактивных приложений способствует более глубокому восприятию информации и вовлечению студентов в процесс обучения. Применение презентаций, видеоматериалов, интерактивных досок, онлайн-платформ.

4. Кейс-методы – разбор конкретных жизненных ситуаций дает возможность студентам применять теоретические знания в практике, что повышает их мотивацию и заинтересованность в предмете. Студенты анализируют реальные жизненные ситуации, связанные со здоровьем, и предлагают решения.

5. Групповая работа: студенты работают в группах, решая поставленные задачи и обмениваясь опытом

Авторские педагогические технологии в преподавании валеологии

Авторские педагогические технологии – это инновационные подходы к организации учебного процесса, разработанные конкретным автором или коллективом авторов. Они позволяют сделать обучение более интерактивным, интересным и эффективным.

Внедрение авторских педагогических технологий в преподавание валеологии в немедицинских университетах имеет несколько значительных преимуществ:

1. Индивидуализация обучения – позволяет учитывать интересы и потребности студентов, делая процесс обучения более эффективным и привлекательным.

2. Увеличение вовлеченности студентов – активные методы обучения способствуют большей заинтересованности и активному участию студентов в учебном процессе.

3. Формирование навыков критического мышления и саморегуляции – студенты учатся анализировать информацию, делать выводы и принимать обоснованные решения относительно своего здоровья.

Заключение

Использование авторских педагогических технологий в преподавании валеологии в немедицинских университетах открывает новые возможности для создания пространства, где студенты могут научиться ценить здоровье как основу успешной жизни. Однако, для достижения наилучших результатов необходимо

систематически совершенствовать существующие и разрабатывать новые технологии, учитывая современные тенденции в области образования и здравоохранения. Интеграция инновационных педагогических подходов в образовательный процесс способствует не только формированию знаний, но и развитию жизненно важных навыков, необходимых в современном обществе. Таким образом, актуальность и перспектива данной темы являются очевидными и требуют дальнейшего углубленного изучения и практической реализации.

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РАЗРАБОТКА ПЕДАГОГИЧЕСКОЙ АВТОРСКОЙ ПРОГРАММЫ ПО ФОРМИРОВАНИЮ ЗДОРОВОГО ОБРАЗА ЖИЗНИ ДЛЯ ПОДРОСТКОВ

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Аннотация:

В современном мире вопросы здоровья и физического благополучия становятся всё более актуальными, особенно для подростков. Этот период жизни насыщен изменениями, как физическими, так и психологическими, что делает его критически важным для формирования привычек, которые будут влиять на дальнейшую жизнь. Программа, направленная на формирование здорового образа жизни, должна учитывать особенности подросткового возраста, культуру, интересы и потребности молодёжи.

Ключевые слова: медицина, инновационные технологии, авторские технологии, образовательный процесс, иностранные студенты.

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Введение

Подростковый возраст – это период активного физического и психологического развития, когда закладываются основы здоровья на всю жизнь. Формирование навыков здорового образа жизни в этот период является одной из важнейших задач современной педагогики. Традиционные методы обучения часто оказываются недостаточно эффективными для мотивации подростков. В связи с этим возникает необходимость в новых подходах, таких как авторские педагогические программы.

Актуальность проблемы

1. Ухудшение здоровья подростков: рост числа хронических заболеваний, ожирения, психических расстройств.
2. Недостаточная эффективность традиционных методов: лекции, беседы часто не мотивируют подростков на здоровый образ жизни.
3. Изменение социальных условий: развитие информационных технологий, изменение

Цели и задачи программы

Целью разработки авторской программы является создание системы мероприятий, направленных на формирование и поддержку здорового образа жизни у подростков. Основные задачи программы включают:

1. Информирование о принципах здорового образа жизни.
2. Разработка навыков здорового питания и физической активности.

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3. Формирование социальной ответственности и поддержка взаимопомощи среди подростков.

4. Создание условий для активного вовлечения подростков в занятия спортом и здоровыми увлечениями.

5. Укрепление психического здоровья и устойчивости к стрессам.

Структура программы

Образовательный блок:

- Проведение лекций и семинаров на темы: основы здорового питания, влияние спорта на организм, психология здоровья.

- Создание информационных буклетов и презентаций.

Практические занятия:

- Регулярные тренировки по различным видам спорта (футбол, волейбол, плавание, йога и т. д.).

- Организация мастер-классов по приготовлению здоровых блюд.

Социальные проекты:

- Создание добровольческих отрядов, которые будут заниматься экологическими акциями и пропагандой здоровья.

- Проведение информационных кампаний в школах и молодежных центрах.

Психологическая поддержка:

- Проведение групповых консультаций с психологами.

- Тренинги по управлению стрессом и развитию уверенности в себе.

- Мониторинг и оценка результатов:

- Проведение анкетирования и тестирования для оценки уровня знаний и изменений в поведении подростков.

- Подведение итогов с помощью регулярных отчетов и анализа полученных данных.

Методы реализации программы

1. Интерактивные методы обучения: использование игр, дискуссий и конкурсных мероприятий поможет вовлечь подростков и сделать обучение интересным и доступным.

2. Вовлечение родителей: важным аспектом будет привлечение родителей к занятиям, организацию совместных мероприятий, что усилит связь между поколениями и улучшит атмосферу в семье.

3. Партнёрство с местными организациями: сотрудничество с медицинскими учреждениями, спортивными секциями и другими организациями позволит создать более широкую сеть поддержки и ресурсов.

Методы и приемы обучения:

1. Интерактивные методы: дискуссии, дебаты, ролевые игры, кейсы.

2. Проектная деятельность: разработка и реализация проектов, направленных на пропаганду здорового образа жизни.

3. Использование информационных технологий: создание презентаций, видеороликов, блогов.

4. Практические занятия: мастер-классы, тренировки, экскурсии.

Оценка эффективности программы:

1. Анкетирование: выявление изменений в знаниях, отношении и поведении подростков.

2. Наблюдение: оценка участия подростков в занятиях, выполнение домашних заданий.

3. Анализ результатов проектов: оценка достигнутых результатов.

Заключение

Разработка авторской программы по формированию здорового образа жизни для подростков – это сложный и творческий процесс, требующий глубоких знаний в области педагогики, психологии и физиологии, является важным шагом к улучшению физического и психического благополучия молодого поколения. Ориентируясь на интересы и потребности подростков, мы можем значительно повысить эффективность программы и создать устойчивые привычки, которые будут служить основой для здоровой жизни в будущем. Реализация данной программы требует комплексного подхода, вовлечения различных специалистов и активного участия сообщества, что в конечном итоге приведёт к формированию здорового и ответственного поколения. Такая программа должна быть интересной, доступной и актуальной для подростков. Ее эффективность зависит от многих факторов, таких как квалификация педагога, взаимодействие с родителями, создание здоровьесберегающей среды.

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ЧЕТ ТИЛ ЎҚИТИШ МЕТОДИКАСИДА ИННОВАЦИОН ЎЗГАРИШЛАР

Х. Рахимов ¹, И. Илёсов ²

Аннотация:

Ушбу мақолада чет тиллар ўқитиш методикаси тархи, айти пайтда амал қилинаётган тажрибалар ва янги шароитларда тақоза қилинаётган инновацион ўзгаришлар ҳақида билдирилатган фикр-мулоҳаза ва таклифлар мухтасар баён қилинган.

Калит сўзлар: чет тил, ўқитиш, методика, кўникма, малака, лаёқат, компетенция, фикрлаш, таржима қилиш, гапириш, ўқиш, ёзиш, тинглаб тушуниш, психолінгвистика, нейробиология, нейролінгвистика.

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Учинчи Ренессанс даврини бошлаган мамлакатимизда амалга оширилаётган муҳим таълимий соҳа бўлган чет тил ўқитиш методикасидаги ҳозирги аҳвол ва келгусида қилинажак назарий ва амалий изланиш ва ишланмалар яратиш эҳтиёж ва вазифаларимиз ҳақида мухтасар маслаҳатлашсак.

Биз 50 йиллик педагогик фаолиятимиздаги кузатувларимиз шуни кўрсатмоқдаки, аввалги бешйиллик ва ҳозирги тўртйиллик чет тил таълимида ўргаувчи ва ўрганувчилар олдига қўйиладиган асосий мақсад асосий нутқ фаолияти турлари ҳисобланиб келган

1. Чет тилда гапириш,
2. Чет тилда ёзиш,
3. Чет элликнинг нутқини тинглаб тушуниш ва
4. Чет тилдаги матнни ўқишдан иборат бўлган асрий нутқ фаолияти турлари бўлиб қолмоқда.

Бизнинг хулосамиз: битирувчиларнинг кўпчилиги ўзи ўрганаётган четилда талаб даражада (В1 ё В2) хатосиз гапира олмаётганлар. Хатоларнинг характери асосий лисоний сатҳлар бўлган фонетика, грамматика ва лексикага оид. Бунинг сабаблари сифатида ўргатувчининг методик маҳорати етишмаслиги, ўрганувчиларнинг индивидуал қобилиятлари ва ммотивацияларинг қониқарсизлиги деб айтилмоқда. Бу хулосаларга қисман қўшилган ҳолда муаммонинг илдизини таълим мақсадига эришиш тизимидаги эътибордан четда қолаётган омилда деб биламиз ва бу омил халқаро лингвометодика фанининг замонавий талаб даражаларидан орқада қолаётганилигида кўриш мумкин.

Шу орқада қолаётганимизнинг сабабини биз чет тил таълимида психология, айтиқса психолінгвистиканинг муҳим хусусиятлари ва инсон физиологиясининг муҳим жиҳатлари методистлар эътибордан четда қолаётганида деб биламиз.

Аниқроқ айтадиган бўлсак, чет тилда гапиролқчи бўлган ўзбек ўқувчиси ёки талабаси гапиришдан аввал нимани гапираман (?) деган саволни ўзига қўйиши лозимми (?) ёки ўйламай гапираверадими? Ана шу ўйлаш фикрлашни талаб қилади. Ана шу фикрлаш эса она тилида содир бўлишини психология фани аксиомаси эканлигини ҳамма билади. Чет тил ўрганувчи бошланғич А1, А2, В1 чет тил билиш даражаларида

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ҳам она тилида фикрлайди. В2 тил даражасидан бошлаб у етарли сўз бойлиги ва фонетик ҳамда грамматик билимлари асосида чет тилда гапира бошлайди.

Бироқ она тилдаги фикрни чет элликка гапириш учун у она тилдаги фикрини чет эллик тилига таржима қилиши керак. Демак биринчи қадам фикрлаш, иккинчи қадам таржима қилиш ва учинчи қадам гапириш бўлади.

Аммо фикрлаш, таржима ва гапириш жараёнлари бирвақтда (синхрон) содир бўладими ёки бирин-кетин (диахрон, яъни кетма-кет) амалга ошадими? Ана шу таржима жараёни-сиз дастлабки А1, А2, В1 босқичларда гапириш талабга жавоб бериши амри маҳол ва гапириш жараёнида хатолар билан амалга ошади. Таржима айинқс синхрон таржима махсус ўрганишни талаб қилади. Синхрон таржимани махсус ўрганмаган кўпчилик устозлар ҳам эплай олмаслигини ҳамма билади.

Аммо нафақат синхрон таржимани, ҳатто она тилида фикрлаш на оилада, на боғча ва ўрта мактабда, ва на олий таълимда ўргатилаяпти.

Демак традицион тарзда белгиланган ва амалга оширилаётган чет тил ўқитиш мақсадлари ва нутқ фаолияти турларинини қайта кўриб чиқиш ва уларнинг бирин-кетинлигини тўғри белгилаб, чет тил ўқитишда тўғри гапиришни кафолатловчи дастлабки нутқий фаолият сифатида фикрлаш ва ундан кейин келадиган таржима қилишни ўргатиш асосида гапиришни ўргатишимиз лозим. Ёзиш фаолият тури ҳам фикрлаш ва таржима қилиш асосида бажарилиши сифатли, беҳато ва маънили ёзишга имкон беради. Ўқиш ва тинглаб тушуниш нутқий фаолият турларида эса бирин-кетинлик аввал таржима қилиш ва ундан сўнг фикрлаш амалга оширилса, ўқилган матнни тушуниш адекват тарзда кўзланган мақсадга, матн устида ишлашдан ҳосил бўладиган натижага етаклайди. Таржима нутқ фаолият тури (Fertigkeit Übersetzen) сифатида Германиялик таржимашунос олима Кристиан Норд хоним томонидан ишлаб чиқилди ва аста-секинлик билан жорий қилинмоқда.

Бироқ биз таклиф қилаётган фикрлаш нутқ фаолияти турини барча билиш босқичлари (Билим – wissen, кўникма – Fähigkeit, малака – fertigkeit, лаёқат – kompetenz) асосида ўрганиш ва ишлаб чиқиш келгусининг вазифаси сифатида ҳозирча методист ва дидакт олимлар олдида кўндаланг турибди.

Фикрлаш – кўпқиррали жараён. Дастлаб у нейрофизиологик ҳодиса сифатида инсон миёсида ҳужайралар ва тўқималар шаклида мавжуд ва унинг ўз ривожланиш қонуният ва босқичлари бор. Янги туғилган чақалоқ миёсида ҳали фикр шаклланмаган. Вақт ўтиши билан бола нутқи она тилида шакллана ва ривожлана бошлайди.

Фикрлаш – нейрopsихологик ҳодиса. Бу ҳодисани махсус психоллингвистик тадқиқот марказлари ўрганмоқда ва шу жараёнга таъсир қилиш механизмлари ишлаб чиқилмоқда.

Ва ниҳоят фикрлаш – нейролингвистик жараён. Айни пайтда жаҳон тилшунослари бу масала устида бош қотиришмоқдаю, нафақат чет тилда фикрлаш бўйича, балки она тилида фикрлашнинг лингвистик механизми ва лисоний тизимлари ва воситалари узил-кесил ишлаб чиқилганича йўқ. Муаллифлар олмон тилини чет тил сифатида ўқитиш жараёнида пайдо бўлган дастлабки кузатувларимизни Сиз ҳамкасблар билан ўртоқлашмоқчи бўлиб, дастлабки фикр-муоҳазаларимизни Сизлар билан ўртоқлашдик. Қўйилган муаммо ва илгари сурилган фикрларимиз бўйича ҳамкасбларни ҳамкорлик қилишга даъват қиламиз. Эл.манзил churram@mail.ru,

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TALABALARNI OG'ZAKI TARJIMAGA O'RGATISH MUAMMOLARI

*P. Nishonov¹**Annotatsiya:*

Og'zaki tarjimaga o'rgatishning dastlabki bosqichida talabalar notiq nutqining asosiy mazmunini tushunishga qiynaladilar. Tinglab tushunishga o'rgatishda o'qituvchining asosiy vazifasi talabalar diqqatini gaplar vositasida taqdim etilayotgan axborotlardagi alohida so'zlarga emas, balki ulardagi ma'noga qaratishdan iborat bo'lishi lozim.

Kalit so'zlar: og'zaki tarjima, bosqich, faktorlar, so'z, qo'llanishi.

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Mamlakatlar o'rtasidagi turli aloqalarning rivojlanib borishi tarjimaga, xususan og'zaki tarjimaga bo'lgan zaruriyatni yanada kuchaytiradi. Quyida biz aynan og'zaki tarjima, talabalarni unga o'rgatish bilan bog'liq ayrim masalalarni ko'rib chiqishga harakat qilamiz.

Keyingi yillarda tarjimashunoslik masalalariga bag'ishlangan maqolalarning salmog'i ancha ortdi. Biroq, nazarimizda uning eng muhim yo'nalishlaridan bo'lgan og'zaki tarjima masalalari bir oz chetda qolayotgandek.

Adabiyotlarda og'zaki tarjimaning ikki asosiy turi farqlanadi. Bular: ketma-ket va sinxron tarjima [1;19]. Seleskovich o'zining asarida ketma-ket tarjimaga o'rgatishda to'rt asosiy element mavjudligini ta'kidlaydi. Ular quyidagilardan iborat: tinglash, eshitilgan axborotni tahlil qilish, axborotni xotirada saqlash, axborotni chet tilida qayta tiklash [1; 2-43].

Tinglab tushunishga o'rgatishda o'qituvchining asosiy vazifasi talabalar diqqatini gaplar vositasida taqdim etilayotgan axborotlardagi alohida so'zlarga emas, balki ulardagi ma'noga qaratishdan iborat bo'lishi lozim. Ana shundagina talabalarda tillararo og'zaki translyasiya qilish malakasi shakllanib boradi. Albatta, og'zaki tarjimaga o'rgatishning dastlabki bosqichidanoq talabalardan bu narsani talab qilish to'g'ri bo'lmas edi.

Y.S. Voysexovskaya og'zaki tarjimaga o'rgatishni ikki bosqichga bo'lishni taklif etadi [2; 290]. Birinchi bosqich tayyorlov bosqichi bo'lib, unda talabalar tarjima tillarini chuqur o'rganadilar. Chet tili va ona tilida turli mavzularda nutq so'zlashni, intervyular berish va olishni mashq qiladilar. Bu bosqichda tinglab tushunish mashqlariga alohida e'tibor qaratiladi. Talabalar uncha qiyin bo'lmagan yozma va og'zaki matnlarni chet tilidan ona tiliga tarjima qilishni boshlaydilar. Og'zaki tarjimaga o'rgatishning ikkinchi bosqichi kompleks xarakterga ega bo'lib, undan xotirani mustahkamlash mashqlari, bir tildan ikkinchi tilga o'tish mashqlari, leksik birliklar bilan ishlash, transformatsiya mashqlari kabilar o'rin oladi.

N.V. Gorbova Y.S. Voysexovskayaning fikrini ma'qullaydi va boshlang'ich bosqichda tarjimaga o'rgatishni ona tilidagi matnni bir marta eshitib uni gapirib berishdan boshlash fikrini ilgari suradi [3; 2]. Bunda o'qituvchi talabalar tomonidan matnning asosiy mazmunini uning mantiqiy uzviyligini saqlagan xolda va bir xil sintaktik konstruksiyalar va so'zlarni ishlatmasdan so'zlab berishlarini nazorat qilishi lozim.

Talabalarning tinglab tushunish qobiliyatini o'stirib borishga qaratilgan turli mashqlar mavjud. Masalan, saralab tinglash mashqida o'qituvchi talabalardan tinglanayotgan axborotning qisqa mazmunini qayta tiklashni so'rashi yoki axborot ichidagi mavzuga oid so'zlar, sonlar, atoqli otlar kabilarni so'rashi mumkin. Bunday mashqda tinglanayotgan axborotning to'liq tafsilotini qayta tiklash shart qilib qo'yilmaydi.

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Og'zaki tarjimaga o'rgatishning dastlabki bosqichida talabalar notiq nutqining asosiy mazmunini tushunishga qiynaladilar. Bunga bir necha faktorlar sabab bo'ladi. Ular orasida eng ko'p uchraydiganlari bu notiqning shevada gapirishi, uning nutqida uchraydigan parazit elementlar (masalan, har ikki-uch so'zdan keyin n'est-ce pas, euh, euh kabi so'zlarni qo'llash). Bu narsa tinglab tushunish mashqlarini bajarish davomida sekin-asta yo'qotib boriladi.

Og'zaki tarjimada umumiy ma'noga putur yetkazmagan xolda axborotni ixchamlashtirish masalasi o'ta muhim hisoblanadi. Talabalarda bunday malakani shakllantirish maqsadida ular bilan o'rganilayotgan chet tili va ona tilida gaplarni transformatsiya qilish mashqlarini bajarish yaxshigina samara beradi. "Xalq so'zi" gazetasining 2022 yil 2 noyabr sonidan olingan quyidagi gapni ko'rib chiqamiz:

Ayni chog'da turli davr va sivilizatsiyaga oid to'rt mingdan ortiq me'morlik hamda san'at yodgorliklarimizdan 140 tasi YUNESKOning muhofazaga olingan tarixiy ob'ektlar ro'yxatiga kiritildi. (23 ta so'z)

Bu gap 23 ta so'zdan iborat. Gapni og'zaki tarjima qilish uchun uni biroz ixchamlashtirish mumkin:

Bugungi kunda tariximizga oid 4000 dan ortiq me'morchilik va san'at yodgorliklaridan 140 tasi YUNESKO ro'yxatiga kiritilgan. (16 ta so'z)

Bu yerda 23 ta so'zdan iborat gap ma'noga deyarli putur yetkazmagan xolda 16 taga tushirildi. Tabiiyki, uni og'zaki tarjima qilish birinchisiga qaraganda ancha yengil kechadi. Mashqni davom ettirib gapni yanada ixcham ko'rinishga keltirish mumkin:

Xalqimizning turli yodgorliklari soni 4000 dan oshadi va ularning 140 tasi YUNESKO ro'yxatiga kiritilgan. (14 ta so'z)

Ma'lumki, o'zbek tili badiiy vositalarga boy bo'lgan tillar qatoriga kiradi. Shunday vositalar ba'zida muzokara ishtirokchilari tomonidan qo'llanishi mumkin. Og'zaki tarjimon esa bunday vosita o'rniga uning so'zlashuv nutqiga xos bo'lgan ekvivalentini tez topa olishi lozim. Masalan: O'zbekiston – Turkmaniston: Vaqt sinovidan o'tgan do'stlik va hamkorlikning yangi ufqlari degan gapdagi ufqlari so'zi imkoniyatlari so'zi bilan almashtirilsa uning chet tilidagi muqobili osonlik bilan topiladi (fransuz tilida possibilité).

So'z va birikmalarning sinonimlari nutq boyligini ta'minlovchi omil hisoblanadi. Ularni bilish esa og'zaki tarjimada muhim hisoblanadi. Shuning uchun transformatsiya mashqlari qatoriga so'z va birikmalarning o'rniga sinonimni topish mashqlari ham ancha foydalidir. Masalan, fransuz tilidagi Ministre des affaires étrangères birikmasi Chef de la diplomatie française, Chef du Quai d'Orsay kabi sinonimlariga ega. Ularni o'zbek tiliga "Tashqi ishlar vaziri" yoki "Tashqi ishlar mahkamasi rahbari" deb tarjima qilish to'g'ri bo'ladi.

Og'zaki tarjimaga o'rgatishda e'tiborga olinishi lozim bo'lgan jihatlardan yana biri bu axborotni eshitish jarayonida undagi narsa va hodisalarni vizuallashtirishga, ya'ni ko'z oldidan o'tkazishga o'rgatishdir. Bunda talabaning ekstralingvistik bilimlari qanchalik keng bo'lsa, uning imkoniyatlari ham shunchalik keng bo'ladi. Masalan, so'z Fransiya prezidenti to'g'risida ketayotgan bo'lsa, talaba uning qiyofasini ko'z oldidan o'tkazishi kerak. Huddi shuningdek, "bir barrel neft bahosi" degan jumlada talaba ko'z oldidan bochka yoki avtomobillarga yoqilg'i quyish shahobchasini o'tkazishi kerak. Vizualashtirish talabaga tarjima jarayonida axborotni qayta tiklashga yordam beradi.

Xulosa o'rnida shuni aytish kerakki, talabalarni og'zaki tarjimaga o'rgatish samaradorligini oshirish bir necha omillarga bog'liq bo'lib, ular orasida biz yuqorida tilga olgan tarjima va transformatsiya mashqlari ham muhim o'rinni egallaydi. Ulardan tarjima darslarida unumli foydalanish talabalarning xotirasini kuchaytirish, tarjima tilida gaplarni grammatik va uslubiy jihatdan to'g'ri tuzish va umuman og'zaki tarjima malakalarini o'stirishga xizmat qiladi.

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BO'LAJAK CHET TILI O'QITUVCHILARINING KASBIY KOMPETENSIYALARINI LEKSIK-GRAMMATIK MASHQLAR YORDAMIDA RIVOJLANTIRISH

Q. Begmatov¹

Annotatsiya:

Leksik-grammatik kompetensiyalarni rivojlantirish bo'lajak chet tili o'qituvchilarini tayyorlash jarayonida muhim ahamiyatga ega. Bu kompetensiyalar kasbiy faoliyatda zaruriy bo'lgan asosiy ko'nikmalarni shakllantirishda xizmat qiladi, jumladan, chet tilida o'z fikrlarini aniq va to'g'ri ifodalash, til qoidalarini tushunish va ulardan samarali foydalanish qobiliyatlarini rivojlantiradi. Leksik-grammatik mashqlar ushbu ko'nikmalarni shakllantirishda asosiy vosita hisoblanadi. Mazkur maqolada leksik-grammatik mashqlarning bo'lajak chet tili o'qituvchilarining kasbiy kompetensiyalarini rivojlantirishdagi o'rni va ahamiyati tahlil qilinadi. Shuningdek, maqolada turli mashq turlari va ularning o'qitish jarayonidagi qo'llanilishi ko'rib chiqilib, leksik-grammatik mashqlar va CLIL hamda PPP texnologiyalari yordamida kommunikativ kompetensiyalarni rivojlantirish yo'llari yoritilgan.

Kalit so'zlar: Leksik-grammatik kompetensiya, chet tilini o'qitish, kasbiy kompetensiya, til o'rganishdagi qo'rquv, kommunikativ kompetensiya, CLIL, PPP, chet tili o'qituvchilarini tayyorlash, til bilimlari, til mashqlari.

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Bugungi kunda chet tili o'qituvchilarini tayyorlash jarayonida leksik-grammatik kompetensiyalarni rivojlantirish muhim ahamiyat kasb etadi. Bu kompetensiyalar o'qituvchining kelajakdagi kasbiy faoliyatida zaruriy asosiy ko'nikmalarni shakllantiradi, jumladan, chet tilida o'z fikrini aniq va to'g'ri ifodalash, til qoidalarini tushunish va ulardan samarali foydalanish. Leksik-grammatik mashqlar esa bu ko'nikmalarni shakllantirishda asosiy vosita bo'lib xizmat qiladi. Ushbu maqolada bo'lajak chet tili o'qituvchilarining kasbiy kompetensiyalarini rivojlantirishda leksik-grammatik mashqlarning o'rni va ahamiyati ko'rib chiqiladi.

Kasbiy kompetensiyalarni rivojlantirishda leksik-grammatik mashqlarning o'rni. Leksik-grammatik kompetensiya chet tilini o'rgatishda muhim tarkibiy qism hisoblanadi. Ushbu kompetensiya o'quvchilarga til birliklarini, jumladan, so'zlar va iboralarni to'g'ri qo'llash, grammatik qoidalar asosida nutqni qurish imkonini beradi. Chet tilini o'qitishda mazkur ko'nikmalarni rivojlantirish o'qituvchining kelajakdagi kasbiy faoliyatida muhim rol o'ynaydi.

O'quvchilarni chet tiliga o'rgatishda muvaffaqiyatga erishish uchun o'qituvchi nafaqat yaxshi grammatika va leksikani bilishi kerak, balki ularni amaliyotda qanday qo'llashni ham tushunishi zarur. Buning uchun bo'lajak o'qituvchilar leksik-grammatik mashqlar orqali til birliklarini faol o'zlashtirib, ular yordamida turli kommunikativ vazifalarni bajara olishlari kerak[6,94].

Leksik-grammatik mashqlar turlari va ularning xususiyatlari. Leksik-grammatik mashqlarni turli yo'nalishlarda taqdim etish mumkin. Ushbu mashqlar, odatda, til birliklarini o'zlashtirish, yangi so'zlarni yodlash va ularni to'g'ri ishlatish, grammatik qoidalar asosida gap

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tuzish, jumla tuzilishini mustahkamlash kabi maqsadlarni ko'zlaydi. Mashqlarni quyidagi turlarga ajratish mumkin:

So'z birikmalari va jumlarlar tuzish: Bu mashqlar orqali talabalar leksik birliklar va grammatik qoidalarini birgalikda qo'llash ko'nikmalarini rivojlantiradilar[4,2577].

O'qish va tarjima mashqlari: Ushbu mashqlar talabalarni matnlarni to'g'ri tushunish va tarjima qilish ko'nikmalarini shakllantiradi, shuningdek, leksik va grammatik qoidalardan amalda foydalanishga yordam beradi.

Yozma mashqlar: Yozma ishlar talabalar bilimlarini sinab ko'rish va ularni o'zlashtirishda muhim rol o'ynaydi. Talabalarga topshiriqlar berish orqali ularning grammatik qoidalarini amaliy qo'llash qobiliyatlari rivojlantiriladi.

Test mashqlari: Testlar talabalar bilimini baholash uchun foydali vositadir. Ular qisqa vaqt ichida talabaning leksik va grammatik bilim darajasini o'lchash imkonini beradi[5,48].

Leksik-grammatik mashqlar yordamida kommunikativ kompetensiyalarni rivojlantirish. Kommunikativ kompetensiya chet tilini o'rgatish jarayonida asosiy maqsad hisoblanadi. Leksik-grammatik mashqlar orqali talabalar grammatik qoidalar va leksik birliklardan foydalangan holda o'zaro muloqot qilish ko'nikmalarini rivojlantiradilar. Bunda o'quvchilarga mashqlarni turli kontekstlarda bajartirish ularning bilimlarini amaliyotga tatbiq qilishiga yordam beradi.

Misol uchun, talabalarga turli vaziyatlarda (suhbat, yozishmalar, rasmiy va norasmiy muloqot) grammatika va leksikani qanday ishlatish kerakligini ko'rsatish orqali ularning kasbiy kompetensiyalari yanada rivojlantiriladi. Shu tariqa, leksik-grammatik mashqlar muloqot qilish qobiliyatlarini oshirish bilan birga, kasbiy tayyorgarlikda ham muhim ahamiyatga ega bo'ladi.

Bo'lajak o'qituvchilarning kasbiy kompetensiyalarini rivojlantirishda CLIL va PPP texnologiyalari. Leksik-grammatik mashqlarni qo'llashda CLIL (Content and Language Integrated Learning) va PPP (Presentation, Practice, Production) texnologiyalari bo'lajak chet tili o'qituvchilarining kasbiy kompetensiyalarini rivojlantirishda samarali bo'lib hisoblanadi. CLIL texnologiyasi talabalarga chet tilini amaliy kontekstda, ya'ni fanlarni o'rgatish jarayonida integratsiyalangan holda o'zlashtirish imkonini beradi. Bu usul orqali talabalar leksik va grammatik bilimlarini boshqa fanlar bilan bog'liq holda rivojlantiradi.

PPP texnologiyasi esa o'qituvchining talabalarga mavzuni tushuntirib, uni amaliyotda qo'llash orqali mustahkamlashga imkon beradi. Bu yondashuv talabalarga leksik va grammatik bilimlarni tizimli ravishda o'zlashtirishga, keyinchalik esa ularni erkin qo'llashga yordam beradi.

Bo'lajak chet tili o'qituvchilarining kasbiy kompetensiyalarini rivojlantirishda leksik-grammatik mashqlarni qo'llash katta ahamiyatga ega. Ushbu mashqlar o'quvchilarga til birliklarini aniq va samarali qo'llash ko'nikmalarini beradi. Shuningdek, CLIL va PPP texnologiyalaridan foydalanish bo'lajak o'qituvchilarga o'z bilimlarini amaliyotga tatbiq etishda muhim vosita bo'lib xizmat qiladi. Shu tariqa, leksik-grammatik mashqlar orqali o'quvchilar nafaqat grammatik va leksik bilimlarni, balki kasbiy kompetensiyalarni ham samarali rivojlantiradilar.

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INTERACTIVE APPROACHES OF LEARNING AND TEACHING SPEAKING

*Sh. Ashurov¹, D. Qurbonova²**Abstract:*

Learning and teaching foreign languages through speaking is an urgent issue nowadays. It is known that it is connected with other skills. Additionally, speaking skills, for example, the English language has been considered as the most challenging of the four skills giving the information that it involves a complex process of constructing meaning. This requires speakers to decide about why, how and when to communicate depending on the cultural and social context in which the speaking act occurs.

Key words: Process, skills, interactive, approaches.

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English language is universal and unique. Learning an international language is essential due to globalization in many spheres, as the number of individuals using English for communication nowadays far outnumbers those who speak it as their native language. Up to the end of the 1960s the field of language learning was influenced by environmentalist ideas that paid attention to the learning process as being conditioned by the external environment rather than by human internal mental process. Furthermore, mastering series of structures in a linear way was paramount [1]. The majority of kindergarten-aged children still lack writing and reading skills, but they can pick up new language skills through listening, or the audiolingual teaching style. By following a set sequence of listening, writing, reading, and speaking for every structure, the teaching approach placed an emphasis on teaching vocal abilities first rather than written ones. By the late 1960s, the previous view of learning to speak as a mechanical process consisting in the oral repetition of grammatical structures was challenged by Chomsky's theory of language development (Chomsky's theory of language development). The emphasis on practicing exercises and repeating grammatical structures advocated by the audio lingual approach was replaced by "an interest in cognitive methods with would enable language structures and grammatical patterns" [2]. The next approach is called interaction way. People who try to learn or teach in native atmosphere or covered with professional people can get the best result in future. Also thinking in foreign language can help according to it.

Adopting interactive teaching methodology in the language classroom is the only way to make the learners get motivated and enthusiastic in the learning process. Interactive teaching styles incorporate a multitude of goals beneath a single roof. Interactive classes are designed around a simple principle: without practical application, students often fail to comprehend the depths of the study material. Pair work, group work and teamwork are not identical terms. Pair work requires organization of the learners on the part of the teacher and it can be activated in all the classrooms, for instance - a student may be asked to work with the student near him/her; or it may be between students of equal proficiency; or as per the situation and the task demands. Group work, by nature, is a more complex structure as it requires the performance of the learners in different roles assigned to them especially of communicative and interactive setting as well as a certain amount of physical reorganization

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of the classroom. One of the useful teaching approaches used in improving speaking skills is interactive teaching strategy. Interactive teaching is a strategy that supports self-learning of student during the process as well as their development by engaging them with their peers. You should support active engagement of learners in the class communication process for effective learning. This study focused on the effects of interactive teaching strategy on the improvement of speaking skills of students learning English as a second language. A pre- and post-test based experimental design was employed in this study with a control and an experiment group. The participants of the study consist of A1 level pupils who are enrolled in learning English. Speaking skills of pupils should be measured with "Speaking Skills Evaluation Scale" and "Sources of Speaking Anxiety Scale." Interactive teaching strategy improves the speaking skills of students learning English as a second language.

Getting Beginners to speak is often not too difficult. Simple exercises and repeating phrases and dialogues are key notes. However, what if you want your learners to produce English, not merely verbally fill in the blanks or read out sentences from your textbook? Focus on getting a message across. At this stage in their learning, the vocabulary and grammar knowledge of your students is still quite limited, but that doesn't mean they can't communicate. Give your students real-life scenarios (introducing themselves, going shopping) and let them role-play using verbal and non-verbal communication with a focus on communicating and delivering a message, not correctness. Let them make liberal use of visual aids. They might be surprised how much they can communicate with a few words. Take a look at Poodll's mini lessons for easily implemented speaking activities.

As always, the British Council has a great selection of speaking exercises for the beginner's level. For more tips on how to teach speaking to beginners, take a look at this video.

Practicing speaking with intermediate learners can be difficult. At this stage, students are often aware of their mistakes and perceived shortcomings and might feel shy or inhibited. Much like when teaching beginner students, the goal should be on getting a message across. A communication situation is successful if all parties understand each other, not if they speak with perfect grammar and pronunciation. Help your students let go of the idea of perfection. Encourage your students to use varied vocabulary. Instead of simple words like "good", "bad", or "very", ensure that they challenge themselves and use appropriate synonyms.

Poodle uses its in-built transcription feature which transcribes and evaluates your students' speech and supports them with their pronunciation and fluency. Take a look at our interactive transcript player for an easy speech-teaching solution.

Teaching advanced students is both rewarding and challenging. At this level, students usually have a good command over vocabulary and grammar issues, expanding the topics you can discuss in your classroom as well as the complexity of the material. Debate clubs, role-plays, and even creating short films or podcasts are great ways to teach speaking at this level.

One of the hypotheses expressed the view that some teachers might fail in teaching speaking skills because their assumptions about how languages are acquired and what features influence the way spoken production is composed prevent them from teaching the right skills.

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SPEAKING THE LANGUAGE OF MEDIA: THE POWER OF COLLOQUIALISMS IN MODERN COMMUNICATION

S. Khasanova ¹, D. Giyasova ², N. Nasrullayeva ³

Abstract:

This article explores the significance of colloquialisms in contemporary media, examining how informal language shapes audience engagement, cultural identity, and social dynamics. By analyzing the role of colloquialisms across various forms of media—ranging from television and social media to advertising and journalism—this study highlights the emotional appeal and relatability that informal expressions bring to communication. It also addresses the challenges colloquialisms pose, including the risk of alienating certain demographics, perceptions of unprofessionalism, and concerns over cultural appropriation. Through an exploration of media-driven slang and regional variations, the article emphasizes the evolving nature of language in an increasingly digital and globalized world. Ultimately, colloquialisms emerge as a dynamic tool that both reflects and influences societal trends, while playing a critical role in shaping the cultural landscape.

Key words: colloquialisms, Media language, Sociolinguistics, Audience engagement, Cultural identity, Informal communication, Social media.

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In today's fast-paced media landscape, colloquialisms have become a defining feature of communication, bridging the gap between formal and informal language. As media platforms increasingly adopt informal expressions to engage audiences, colloquialisms reflect the evolving nature of language in a globalized world. This dynamic role of language has been highlighted by leaders across the globe, including President Shavkat Mirziyoyev of Uzbekistan, who emphasized in a recent address: "Language is the mirror of a nation's soul, and preserving its purity while embracing modernity is crucial for our cultural and societal progress." This statement underscores the importance of understanding how language—both formal and colloquial—shapes national identity and fosters connections among people.

Colloquialisms, the informal expressions and slang unique to specific groups or regions, have long been a part of everyday language. In media, colloquialisms serve as powerful tools for creating connection, relatability, and emotional resonance with audiences. Whether in advertising, journalism, television, or social media, the use of colloquial language reflects how media has evolved to keep up with changes in societal communication. In recent decades, as media has become more conversational and less formal, colloquialisms have become essential to shaping tone, engagement, and accessibility.

Historical Perspective. The use of colloquialisms in media is not a modern phenomenon. In fact, their presence dates back to the early days of radio and print journalism, where broadcasters and writers often employed informal expressions to appeal to local audiences [2]. Newspapers, for example, used colloquial language to connect with the average reader, making complex issues more digestible. Similarly, radio hosts would slip in local slang to give their broadcasts a conversational tone.

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As television gained popularity in the mid-20th century, colloquial language became a staple of entertainment programming, from sitcoms to talk shows [7]. Shows like “I Love Lucy” and “The Honeymooners” introduced everyday expressions and regional slang to audiences, helping to normalize informal language on screen. News outlets, while traditionally more formal, also began using colloquial expressions in their reporting, particularly in softer segments or human interest stories.

Colloquialisms in Different Media Forms. Colloquialisms have found their place in a wide variety of media, each using informal language to cater to their target audiences and contexts. From television and social media to advertising and journalism, colloquial expressions help media to connect with people in ways that feel natural and relatable.

Television: Television, as a medium, has long relied on colloquial language to create authentic and engaging content. Sitcoms, dramas, and even reality shows often use everyday speech and slang to develop characters and reflect real-life conversations. For example, popular sitcoms like “Friends” and “The Office” incorporate colloquialisms to make dialogue feel more genuine and relatable to their audiences [8]. This informal language makes characters more approachable and allows viewers to connect with them on a personal level.

Social media: No medium has embraced colloquialisms quite like social media. Platforms such as Twitter, Instagram, and TikTok are driven by informal communication, where brevity and relatability are key. Users frequently use slang, acronyms, and colloquial phrases to convey messages quickly, making social media a breeding ground for new expressions and trends. Memes, hashtags, and viral challenges contribute to the spread of colloquialisms at lightning speed. Terms like “lit,” “throwing shade,” or “stan” have moved from niche communities to mainstream usage, largely thanks to their widespread use on platforms like Twitter and TikTok [9]. These platforms also encourage the creation of new colloquialisms that can rapidly become part of the digital lexicon, influencing language not just online but in everyday conversation.

Advertising: Advertisers have long recognized the power of colloquial language in building connections with consumers. Modern advertisements often incorporate slang and informal expressions to appear more relatable and authentic. By adopting the language of their target audience, brands aim to foster a sense of familiarity and trust.

News and Journalism. In contrast to entertainment and advertising, journalism has traditionally maintained a more formal tone. However, in recent years, even news outlets have begun to incorporate colloquial language, particularly in headlines and human-interest stories. Digital news platforms like BuzzFeed and Vice use conversational tones to engage readers, especially younger audiences, making complex issues more accessible through informal language.

Impact on Audience Engagement. The use of colloquialisms in media significantly impacts audience engagement, shaping how individuals perceive and interact with content. By utilizing informal language, media can enhance relatability, build trust, and foster a sense of community among viewers and readers.

Relatability and Emotional Appeal

Colloquial language creates a sense of familiarity that allows audiences to relate to the content on a personal level [4]. When media employs informal expressions, it breaks down barriers between the presenter and the audience, making the communication feel more intimate [3]. This is especially evident in television shows and social media, where colloquialisms mirror the everyday language of viewers, allowing them to feel as though their experiences and perspectives are acknowledged and validated.

Influence on Credibility

The impact of colloquialisms on credibility is a double-edged sword. On one hand, using informal language can enhance relatability, as audiences may view media personalities as more approachable and trustworthy.

Creating a Sense of Community

Colloquialisms can also foster a sense of community among audiences. Media platforms often create shared cultural references through colloquial language, allowing individuals to feel part of a larger group [5]. This phenomenon is especially prominent on social media, where specific phrases, memes, or hashtags can unite users around common interests or experiences.

Cultural and Social Influence. Colloquialisms in media not only reflect societal trends but also actively shape culture and social dynamics. The use of informal language plays a crucial role in defining cultural identity, influencing language development, and fostering social connections among diverse groups [6].

Regional and Cultural Diversity

Colloquialisms also highlight regional and cultural diversity within media. Different regions may have unique expressions that reflect local customs, traditions, and identities. By incorporating these colloquialisms into media content, creators can authentically represent specific cultures and connect with local audiences [1].

Media-Driven Colloquialisms

One of the most significant impacts of colloquialisms in media is their ability to create and popularize new expressions and trends. As media content reaches broad audiences, colloquialisms can quickly move from niche communities into mainstream usage. This phenomenon is particularly evident in the realm of social media, where phrases and slang can go viral overnight.

Conclusion. Colloquialisms play a significant role in shaping the landscape of media, influencing how content is created, received, and understood by diverse audiences. By employing informal language, media not only enhances relatability and emotional appeal but also fosters a sense of community among viewers and readers. As we have explored, colloquialisms in television, social media, advertising, and journalism serve as powerful tools for engagement, reflecting cultural identities and societal changes.

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NEW TECHNOLOGIES AND APPROACHES TO TEACHING FOREIGN LANGUAGES

*M. Oblokulova*¹*Abstract:*

The given article is dedicated to the study of active learning approaches as an effective method in teaching foreign languages. There is a classification of two main principles for organizing brainstorming processes. The first principle is that collective work produces ideas of higher quality. Moreover, an individual approach to the same idea may lead to its rejection due to insufficient justification. If the same idea is presented to the group, it can be further developed, supplemented and improved by other participants.

Key words: student involvement, learning process, direct, interaction, foreign language.

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There are currently a large number of different technologies and approaches to teaching foreign languages. Some methods are already being used in educational institutions, while others are still at the stage of implementation and testing before becoming part of the educational process.

Modern students show changing interests, so the task of involving students in lessons and influencing their perception to achieve better results becomes especially relevant [2]. Foreign languages seem difficult for many students, and since these languages are not their native languages, teachers of English and other foreign languages need to use effective teaching methods in their practice.

In this article, we analyze the basic concepts and principles of active language learning. What do active learning methods include? These methods are a set of pedagogical actions and techniques that are aimed at organizing the learning process and creating various conditions that stimulate students to independently and creatively master the educational material during cognitive activity.

It is known that the role of the teacher has been transformed from an informant into the role of an expert organizing information interaction.

The concept of active learning is not new in pedagogy. The founders of these methods are considered to be such famous teachers as J. A. Komensky, I. G. Pestalozzi, F. A. V. Diesterweg, G. W. F. Hegel, J. Rousseau and D. Dewey.

Learning foreign languages is more than just working with dictionaries. The authoritative linguist and developer of foreign language teaching methods

E. P. Shubin, in his book "Basic Principles of Methods of Teaching Foreign Languages" emphasizes that it is necessary to master not only the general principles of the methodology, but also to know what the specific aspects of teaching are [5]. Active learning methods allow you to combine your native and foreign languages, which contribute to better adaptation and perception.

Let us consider the positive results of using presentations in foreign language lessons as an example, since they are one of the methods of active learning. Using computer presentations in the educational process allows conducting classes on a completely new level, projecting slides from the computer screen onto a large screen. A multimedia presentation is

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a huge material for communication in a foreign language and is the basis for a monologue, providing a wonderful opportunity to implement the communicative function of the language. With the help of presentations, listening, visual perception and much more are possible [3].

The brainstorming method also refers to active learning methods. The basis of this method is the pedagogical cooperation of participants and the discussion component, which helps participants to release their creative potential and overcome semantic and moral barriers. This method allows all group members to think openly and freely. The manifestation of creative potential becomes an important element that allows developing ideas for creative participation in the brainstorming process [1].

If we turn to historical aspects, we will note that the concept of brainstorming arose in the distant past. In particular, this idea was used by the Vikings to make the only correct and practically applicable decision that required an unconventional approach to resolving a difficult situation. Thus, in the times of the Vikings, a collective council was held on the ship, at which all members of the crew offered their ideas, after which the captain chose one of the proposals.

Let's move on to the issues of organizing brainstorming, which A.F. Osborn described in his 1953 book, entitled "Guided Imagination" - brainstorming.

Brainstorming is a purposeful method of solving complex problems through collective discussion, focused on a creative and original solution, based on the opinion of one of the interviewed participants.

In addition, this theory is patented and is actively used in modern pedagogical technologies. This method may be characterized by spontaneity and subjectivity, but it is successfully applied in practice, since it involves the entire group and is aimed at solving current problems.

There is a classification of two main principles for organizing brainstorming processes. The first principle is that collective work produces ideas of higher quality. Moreover, an individual approach to the same idea may lead to its rejection due to insufficient justification. If the same idea is presented to the group, it can be further developed, supplemented and improved by other participants.

The second principle is that participants in a discussion, when generating ideas, evaluate the situation more critically. At the same time, it is much easier to criticize the opinion of one participant than the opinion of a group of like-minded people.

Numerous educational possibilities of the game method are known. The effectiveness of using game methods has been recognized by many researchers involved in the methodology of teaching foreign languages. This is explained by the fact that during the game the abilities of any person, especially a child, are revealed to the fullest and sometimes unexpectedly. There are many definitions of the game. As Stronina M.F. states, "the game is a type of activity in situations aimed at recreating and assimilating social experience, in which self-management of behavior is formed and improved" [4].

A game is a form of social practice, an active reproduction of life phenomena outside of a real practical setting. It always exists in two time dimensions: the present and the future, providing immediate pleasure, as well as satisfaction of current personal needs. In a game, life situations are modeled and characteristics, qualities, states, skills and abilities necessary for the performance of social, professional and creative tasks are consolidated.

A.V. Konyshcheva identifies the following functions of play activity:

- 1) entertaining (awakening interest);
- 2) communicative (mastering the dialectic of communication);
- 3) diagnostic (identification of deviations from standard behavior, self-knowledge in the process of the game);
- 4) play therapy (overcoming various difficulties that arise in other aspects of life).

Thus, based on the above, we can conclude that active teaching methods are the most effective and productive in the process of early teaching of foreign languages to children.

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THE SPECIFIC APPROACHES AND ANALYSES OF SOCIAL NARRATIVES AMONG SOCIETIES

Mamatkulova Sh. J.¹

Abstract:

In recent years, the study of narrative has many practical applications in academia and other spheres. Narrative exposure can significantly affect cognitive development, including language learning. It investigates the power of subtext to engage and motivate learners, develop critical thinking skills. For purely practical reasons, the prior section's focus on take narratives was chosen. Many theorists prefer to start by discussing more fundamental forms, especially natural real-world narratives like stories, jokes, etc. The vast majority of what is found in novels can also be found in other narrative forms, making novels a remarkably rich, as well as, diversified medium. A cohesive and captivating story is made up of a number of different elements that make up a narrative. To build a meaningful tale, plot, characters, setting climax and subject must all be properly established. The given article deals with the importance of understanding these elements for both writers and readers, because it improves our ability to understand and enjoy stories.

Key words: significant, cognitive, narrative, custom, natural, novel, critic, important, improve, increase, accurately, perspective, knowledge, differentiate, meaning, expression, determine.

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Since the awareness of the rhetorical power of stories, particularly in the realms of marketing and political communication, the wave has grown rather than diminished in recent years. We suddenly became aware of an onslaught of narrative forms when we peered behind the rather unsettling label of "storytelling," not only in the entertainment media of the society of spectacle and in scientific, legal, medical, and educational practices, but also in the communication of politicians and businesses who are trying to influence our behavior in any way they can (in this case, narrative). The implications of narrative imperialism then become much more worrisome, becoming intrusive or oppressive and urging various means of resistance. Regarding rhetorical strategies, we accept the idea that the public generally enjoys the stories we tell, causing a wave of emotions and shaping subsequent behavior through hypothetical experiences that would act as behavioral models thanks to a process called analogous transfer. Thus, the pragmatic acknowledgment of the influence of narrative on reality can be used as the primary justification for this development of narrative. Plato spoke of the "contamination" of the audience through pathos when he said that narrative had the potential to persuade the addressee or to influence their behavior. However, by enhancing its meaning, we may also acknowledge its capacity to create identities and shape reality.

The role of narrative in society is ambivalent; it is seen as virtue-signaling when restricted to nasty for political or commercial use, artistic, didactic, or therapeutic use at the very least if we follow the "humanities" axiological perspective. In our society, we have never talked about narrative so much, and we have never paid so much focus on its abilities, occasionally bestowing it with exaggerated virtues or vices as a component of a critical approach that all too often appears naive or to support rumors of conspiracies. The fact that

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this wave is being described as being new to modern culture also demonstrates some historical shortsightedness, as narrative has been utilized for rhetorical, historiographical, and therapeutic purposes from the beginning of time. The widespread social or political use of narrative likely dates back to the time when our species developed the capacity for symbolic representation, as evidenced by Plato's critiques of mimesis in the political sphere, Aristotle's ideas on the therapeutic effects of catharsis, or the acknowledgment of the power of narrative in classical rhetoric. Thus, despite the narrative wave's undeniable influence on modern culture, it is primarily discernible in a rekindled interest in narrative phenomena that goes far beyond the narrow sphere of aesthetics.

The recognition of the familial similarity between various narrative uses and forms, which were previously segregated into disciplinary domains and by modern society's hermetic sealing-off of medical, legal, educational, political, commercial, and media fields, etc. However, the first narratologists were among the first to recognize the transmedia, trans historical, and transcultural nature of narrative; as a result, some scholars have referred to us as *homo narrative* or *homo fabulator* and we have been forced to call a form of narrative anthropology what they call narrative anthropology.

The capacity of people to utilize their imaginations to transport themselves to different settings is thought to be the essence of narrative, occasions, and encounters apart from those involving the actual experience of real life. Since they were the only ones able to make sense of the mute clues left by their prey, hunters are thought to have been the first individuals to "tell stories." Harald Weinrich emphasized the pedagogical importance of stories to teach kids about the decentering of self from an ontogenetic perspective: "Children familiarize themselves with the narrated world through stories. They allow themselves to consider the possibility of a cosmos distinct from their familiar surroundings, one in which they are no longer limited to thinking about what to eat, sleep, play, or obey. Through storytelling, they have the ability to interact in a setting other than their own. The various genres of narrative literature will be used to further this learning process, which starts with stories. The fact that it deals with freedom makes this knowledge crucial. The lesson imparted by stories is one that endures into adulthood and applies to all other stories as well: children learn to decenter themselves and break out from the world of immediate limits" [117,5].

More recently, a connection was made between this mental projection into an imaginary world and the "mirror-neurons" that neuro-cognitivists refer to as being necessary for empathy. However, we should emphasize the need for a significant differentiation between cultural creations that encourage the audience to imagine, whether through verbal, audiovisual, or other means, and the cognitive abilities that underlie them. It would be wrong to refer to this as a "narrative" in this situation because we can remember an event, put oneself in someone else's shoes, dream, or daydream. In light of this, he draws the conclusion that "no life is a narrative, since no life is a representational artefact". Since not all cultural artifacts tell tales, he continues, it is also crucial to clearly distinguish between narrative and other types of representation. In light of this, James Phelan [90,206] describes the notion that story permeates all space and time as an act of imperialism.

Narrative and narrative theory frequently assist enlarge the new region. But narrative imperialism is a colonizing endeavor like others. Narrative Imperialism can cause us to undervalue current ideas from the disciplines that were colonized against narratology's exclusively instrumental use. Contradictory position can be somewhat explained by the fact that 'narratologists' are hardly ever the scholars who are now studying story, or at least those that incorporate narrative techniques into their institutional procedures. For instance, they are experts in psychology, law, history, sociology, education, medicine, or marketing, media, or communication who, in most cases, have picked up the fundamentals of narratology along the way.

Additionally, since they are willing to put their expertise at the service of other fields, narratologists themselves help to foster this mindset by providing popularized manuals and introductions to the theory of story. It may be possible for the theory of narrative to continue serving other disciplines, it would be risky to view it as a simple heuristic tool because doing so would mean ignoring its nature as a changing concept and the ongoing epistemological and methodological debates in this field.

Due to the fact that a number of essential principles no longer correspond to the concepts contained in textbooks in their current form.

This shift in perspective directly affects how the concept of plot is employed in text criticism; narratology is now utilized to explore how the narrative structures interact with the reader as well as how they are objectively described. This is only one of many examples of how the theory of narrative could change practices that utilize the conceptual framework of narratology. Although it can be used as a tool, narratology cannot be reduced to a basic toolbox whose nature can be comprehended by merely reading a few classics. Therefore, each researcher looking into the phenomenon of narrative ought to make an effort to stay up to date with the theory of storytelling, if possible, even contributing to its advancement, especially when the subject of the study defies the terms being used to explain it, which heightens its fascination. Thankfully, there are many academics in the French-speaking community who are working to advance our understanding of narrative in all of its media-related and cultural manifestations rather than simply basing their research on standardized, oversimplified theory.

Because it is a relatively new field and because of its history, I believe that narratology's fundamental issue is that it hasn't been able to establish itself permanently in the institutions of academia. In other words, if narratology seems to be in decline, it's likely because we have a propensity to mistake it for a subfield of literary theory and concentrate our search for its adherents in only literature departments when in fact they are dispersed throughout a number of institutions.

Everywhere there are academic institutions, they are divided into disciplines, which roughly correspond to a purely administrative breakdown (departments, faculties). Academic disciplines are therefore often consistent.

Another risk would be to believe that a modern theory of story can only ever be a patchwork of viewpoints missing the rigor of a single epistemological tradition due to this disciplinary dispersion, similar to some of the work done in the subject of "cultural studies." We should keep in mind that narratology was developed as a research field to match the unique characteristics of its subject. Although this topic is not always literary or verbal, since not all communication is narrative, it should not be confused with any other type of communication. The majority of the early narratologists were literary scholars who identified more or less strongly with structural epistemology, which is ultimately only an epiphenomenon related to the discipline's abrupt creation in a setting defined by its historical moment. However, narratologists were not an overnight phenomenon, and their forebears' epistemological stances were just as diverse as those of their future forebears.

However, narratologists were not an overnight phenomenon, and their forebears' epistemological stances were just as diverse as those of their future forebears. The theory of story is similar to other fields like literary studies or language sciences, which cover a wide spectrum of viewpoints, sometimes in opposition to one another and other times complementing one another.

Without going so far as to critique the absence of epistemological or methodological rigor in language sciences as a whole, we can follow the dispute between pragmatic and generativist methods or attempt to segregate the domains of phonology, sociolinguistics, or acquisition linguistics. Contrarily, the variety of these patterns ensures the accuracy of an

analysis that favors discussion among various points of view over isolation inside any particular school of thought.

This brings us to the conclusion that the narratological project has never depended on either literature or structuralism.

a robust relationship to the know-how structure of the audience. As a result genuine for all story types, not simply those that are fictional.

In addition, except believing that the narrative exists independently due to the fact narrative is without a doubt the manifestation of the best narrativity. Its factors vary in accordance with the understanding structure.

Narratology is a significant area of research, although it is not without problems and restrictions.

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ENHANCING ORAL PROFICIENCY IN FOREIGN LANGUAGE LEARNERS THROUGH DIGITAL LEARNING PLATFORMS

Q. Xakimov¹, H. Akramov²

Abstract:

Blended learning models effectively combine traditional face-to-face teaching with digital tools, enhancing the learning experience by creating a more dynamic and interactive environment. This approach allows students to benefit from structured in-class instruction while also accessing supplementary resources for independent practice. For instance, learners can reinforce their speaking skills outside the classroom through online dialogues, voice-recording exercises, and virtual discussions with peers or instructors. Research indicates that students in blended environments often achieve better outcomes than those in traditional settings, as they engage with the language more frequently and in diverse contexts. This ongoing interaction promotes deeper immersion in the language and significant improvements in oral proficiency.

Key words: oral proficiency, foreign language learning, digital learning platforms, e-learning, language acquisition, educational technology, speaking skills, interactive learning, blended learning, online education.

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Introduction

The rapid growth of digital learning platforms in recent years has dramatically influenced the way foreign languages are taught and acquired. Among the skills most critical for language learners, oral proficiency is often highlighted as the most challenging to develop, requiring both practice and real-time feedback. Digital platforms present unique opportunities for improving oral proficiency by offering interactive, engaging, and personalized learning experiences that can complement traditional methods of instruction. This article examines how digital learning platforms enhance oral proficiency in foreign language learners and analyzes the effectiveness of these platforms in comparison with conventional learning approaches.

Methods

A qualitative analysis was conducted based on a review of ten scholarly articles published between 2013 and 2023, exploring the impact of digital platforms on the development of oral proficiency in foreign language learners. The selection of papers focused on studies that examined online and blended learning environments, with a particular emphasis on tools that promote speaking and listening skills.

Data sources included databases such as Google Scholar, JSTOR, and ResearchGate, where relevant keywords such as "oral proficiency," "digital learning platforms," and "foreign language learning" were used to identify suitable research studies. The articles were categorized based on the types of digital platforms used, the methodologies employed, and the reported outcomes in terms of oral language skill development.

Results

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The studies analyzed consistently indicated that digital platforms significantly enhance oral proficiency among foreign language learners. Key findings include:

1. **Interactive Speaking Tools:** Digital learning platforms that incorporate voice recognition and speech-based interactive tools, such as Rosetta Stone or Duolingo, have been shown to improve learners' pronunciation and fluency (Zhao, 2017). These platforms provide real-time feedback, allowing learners to correct their speech errors promptly.

Interactive speaking tools within digital learning platforms utilize advanced technologies such as voice recognition to analyze and assess a learner's spoken language in real-time. These tools not only detect pronunciation mistakes but also guide learners through corrective measures, ensuring immediate and personalized feedback. For instance, when a learner mispronounces a word, the platform identifies the error, offers suggestions for improvement, and even allows for repeated attempts to reinforce accurate pronunciation. Additionally, the interactive nature of these tools keeps learners engaged by simulating real-world conversation scenarios, thus fostering greater fluency over time. By providing a safe, low-pressure environment to practice speaking, these platforms empower learners to build confidence, improve speech patterns, and accelerate their overall language acquisition process.

2. **Blended Learning Models:** Studies highlighted the effectiveness of blended learning models, which combine traditional face-to-face instruction with digital components. Learners who participated in blended learning environments displayed a greater improvement in oral proficiency than those who relied solely on classroom instruction (García & Cruz, 2018).

Blended learning models integrate the strengths of traditional face-to-face teaching with the flexibility and innovation of digital tools, creating a more dynamic and interactive learning environment. In these models, learners benefit from the structured guidance and personal interaction provided by in-class instruction, while the digital components offer supplementary resources for independent practice. The combination allows students to reinforce their speaking skills outside the classroom through activities like online dialogues, voice-recording exercises, and virtual discussions with peers or instructors. Studies have shown that learners in blended environments often outperform those in traditional setups because they can practice speaking more frequently and in diverse contexts. This continuous engagement with language, both in and out of the classroom, contributes to deeper language immersion and more pronounced improvements in oral proficiency. Moreover, digital tools in blended models can be tailored to individual learning needs, providing targeted practice and feedback that helps learners refine their speaking abilities more effectively than in classroom-only settings.

3. **Online Conversational Practice:** Several platforms, including Skype-based language exchanges and virtual classrooms like those in Edmodo, were found to create an immersive language environment. This exposure helped learners practice speaking with native speakers or peers, leading to increased confidence and oral fluency (Lee & Mak, 2020).

Online conversational practice platforms, such as Skype-based language exchanges and virtual classrooms like Edmodo, provide learners with invaluable opportunities to engage in real-time conversations with native speakers or fellow learners. These platforms create an immersive language environment by simulating authentic communication scenarios, allowing learners to practice speaking in a natural, unscripted context. Engaging in these conversations helps learners overcome the fear of making mistakes, gradually building their confidence as they communicate more fluidly. The informal nature of these interactions also encourages spontaneous dialogue, which is crucial for improving oral fluency. Regular exposure to conversational practice through these platforms helps learners internalize language patterns, improve pronunciation, and develop better listening and speaking strategies. Moreover, the ability to converse with people from different linguistic and cultural

backgrounds enriches the learning experience, fostering both linguistic and intercultural competence, which are essential components of oral proficiency.

4. **Gamified Learning:** Research indicated that gamified elements in digital platforms encouraged greater learner engagement and motivation. The use of quizzes, interactive challenges, and real-world simulations contributed to better retention of spoken language skills (Yang & Kwok, 2019).

Gamified learning leverages game-like features such as points, badges, levels, and rewards to make language learning more engaging and interactive. By incorporating these elements, digital platforms transform learning into an enjoyable and motivating experience, encouraging learners to invest more time and effort in practicing their speaking skills. For instance, quizzes and interactive challenges often simulate real-life conversational scenarios, prompting learners to respond quickly and accurately, thus mimicking natural communication. This approach helps in reinforcing vocabulary and pronunciation in a fun and competitive setting. Additionally, gamification taps into learners' intrinsic motivation by setting clear goals and providing instant feedback, which keeps them actively involved in the learning process. As learners progress through levels or achieve milestones, they experience a sense of accomplishment, which boosts their confidence and willingness to engage more frequently. This continuous, game-like practice leads to better retention of spoken language and improves fluency over time by encouraging repetition and sustained effort in a stimulating, low-pressure environment.

5. **Mobile-Assisted Language Learning (MALL):** Mobile applications have been particularly beneficial in promoting language practice outside the classroom. Learners can practice speaking and listening on-the-go, contributing to a continuous learning process that enhances oral proficiency (Li, 2021).

Mobile-Assisted Language Learning (MALL) offers unparalleled flexibility, enabling learners to engage with language practice anytime and anywhere, outside the confines of traditional classroom settings. With mobile applications, learners can access a wide range of activities, from speaking exercises and pronunciation drills to listening comprehension tasks, all from their smartphones or tablets. This portability fosters a continuous learning environment where learners can integrate language practice into their daily routines, whether during a commute, a break, or at home. MALL also encourages frequent, bite-sized learning sessions, which help reinforce speaking and listening skills more effectively than sporadic, longer sessions. The convenience of mobile apps allows learners to practice speaking with voice recognition tools or engage in simulated conversations at their own pace, without the pressure of real-time interactions. Over time, this regular, on-the-go exposure to the language enhances oral proficiency by creating more opportunities for active language use, promoting long-term retention, and building fluency.

Discussion

The effectiveness of digital learning platforms in enhancing oral proficiency can be attributed to their ability to offer flexible, learner-centered environments. Unlike traditional language classes, which are often limited by time constraints and the availability of native speakers, digital platforms allow learners to practice speaking skills anytime and anywhere. The integration of technologies such as voice recognition, AI-driven feedback, and gamification has further expanded the possibilities for improving oral proficiency.

However, while these platforms have proven to be highly beneficial, there are also challenges. Some learners may lack the self-discipline required for independent learning, and technical issues, such as poor internet connectivity, can hamper the effectiveness of online language exchanges. Moreover, while digital platforms provide valuable feedback, they may not always replicate the nuances of human interaction, which are critical for mastering oral proficiency.

Conclusion

Digital learning platforms have revolutionized the way foreign languages are taught, offering innovative tools that enhance oral proficiency among learners. By providing real-time feedback, creating immersive environments, and promoting continuous practice, these platforms have the potential to bridge the gap between classroom learning and real-world language use. Nevertheless, to maximize the effectiveness of these platforms, they should be used in conjunction with traditional teaching methods, ensuring that learners receive the comprehensive support needed to develop strong oral communication skills.

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TEXT AND SPEECH ANALYSIS IN TEACHING FOREIGN LANGUAGES IN NATIONAL GROUPS

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Abstract:

The article, "Text and Speech Analysis in Teaching Foreign Languages in National Groups," explores the role of text and speech analysis in language education, specifically within groups where students share a common native language. The article highlights the significance of both written (textual) and spoken (speech) forms in language learning, demonstrating how these approaches can be tailored to address the unique challenges faced by national groups.

Key words: help learners grasp grammar, vocabulary, and cultural nuances, fostering a deeper understanding of language structure and context, enhance pronunciation, intonation, listening skills, and conversational fluency by analyzing phonetics and real-life speech examples.

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In modern education, teaching foreign languages to national groups—where students share a common native language—has become increasingly specialized due to the diverse linguistic and cultural backgrounds of learners. Text and speech analysis has emerged as a key approach to bridging the gap between students' native language and the target foreign language. This article explores the significance of text and speech analysis in foreign language teaching and how these techniques can be tailored for national groups.

Importance of Text and Speech in Language Learning: Language learning encompasses both written and spoken forms, and developing proficiency in both is essential for achieving fluency. Textual analysis helps learners understand the structure, syntax, and grammar of a language, while speech analysis aids in pronunciation, intonation, and conversational fluency. These two aspects work together to provide a holistic approach to language acquisition.

1. **Textual Analysis: Grammatical Structures:** Analyzing texts helps students familiarize themselves with the grammatical structures of the target language. By comparing the grammar of their native language with the foreign language, learners can recognize patterns and exceptions, making it easier to internalize rules.

Vocabulary Development: Reading texts exposes students to a wide range of vocabulary. Teachers can use texts to introduce new words and phrases in context, enhancing retention and comprehension.

Cultural Understanding: Texts often carry cultural nuances and references, which can help learners understand the social and cultural contexts of the foreign language. In national groups, where students may share a similar cultural background, comparing the cultural elements in both languages can foster a deeper appreciation and understanding of the foreign language.

2. **Speech Analysis: Pronunciation and Intonation:** Speech analysis focuses on the phonetic and phonological aspects of a language. In national groups, learners often struggle with pronunciation due to interference from their native language. Analyzing native

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speakers' speech can help students master difficult sounds and improve their intonation, resulting in more natural speech patterns.

Listening Comprehension: Speech analysis aids in improving listening skills. By analyzing audio recordings or conversations, students learn to identify key phrases, differentiate between sounds, and understand spoken language in various contexts.

Conversation Practice: Analyzing real-life dialogues or conversations provides students with the tools to engage in meaningful exchanges. Teachers can use speech analysis to demonstrate common conversational structures, idiomatic expressions, and turn-taking in dialogues, which are essential for effective communication.

Text and Speech Analysis for National Groups: Teaching foreign languages to national groups presents unique challenges and opportunities. The shared linguistic background of learners means that teachers can adopt specific strategies to address common issues, such as native language interference, while capitalizing on the group's cultural cohesion.

1. **Addressing Native Language Interference:** National groups often struggle with transferring linguistic patterns from their native language to the foreign language. Text and speech analysis can help mitigate these challenges:

Contrastive Analysis: Teachers can conduct a comparative analysis of the structures of the native language and the target foreign language. This approach highlights similarities and differences, helping students understand the areas that require extra attention. For instance, in pronunciation, certain sound errors can provide insights into the specific challenges faced by learners from a particular linguistic background. By addressing these issues through targeted exercises, teachers can help students overcome their weaknesses.

2. **Cultural and Contextual Adaptation:** When working with national groups, it is essential to adapt teaching materials to the students' cultural context. Using culturally relevant texts and speech examples can enhance engagement and motivation.

Culturally Familiar Texts: Introducing texts that resonate with the learners' cultural experiences makes language learning more relatable. This can include stories, news articles, or literature that reflect the national group's values, traditions, and historical context.

Contextualized Speech Practice: Speech analysis can be tailored to scenarios that are familiar to the learners. For instance, role-playing conversations in settings common to the learners' culture—such as markets, schools, or family gatherings—can provide practical, meaningful language practice.

3. **Group Dynamics and Peer Support:** In national groups, the shared linguistic and cultural background of learners fosters a collaborative learning environment. Teachers can leverage group dynamics to enhance the effectiveness of text and speech analysis:

Peer Review and Collaboration: Students can work together to analyze texts or speech, offering feedback based on their shared experiences. Peer review of written work or spoken dialogues can encourage students to learn from each other's strengths and mistakes.

Group Discussions: Analyzing texts or speech in group discussions allows students to practice their conversational skills in a supportive environment. By engaging in debates or collaborative discussions, learners can build confidence in using the foreign language while benefiting from the perspectives of their peers.

1. **Using Technology: Language Learning Apps:** Many language learning applications offer features for text and speech analysis. These apps provide instant feedback on pronunciation, intonation, and grammar, making them valuable tools for independent practice. **Digital Texts and Audio:** Incorporating digital texts and audio materials allows for a more interactive learning experience. Students can listen to native speakers, analyze their speech, and practice their pronunciation using speech recognition software.

2. **Task-Based Learning: Text-Based Tasks:** Assigning tasks such as summarizing texts, analyzing characters, or rewriting passages in a different style encourages active engagement

with the language. Students not only practice their reading and writing skills but also develop critical thinking in the foreign language.

Speech-Based Tasks: Role-plays, interviews, and oral presentations require students to analyze and produce speech in real-world scenarios. These tasks simulate authentic communication and provide opportunities for immediate feedback on pronunciation and fluency.

Conclusion: Text and speech analysis are indispensable tools in teaching foreign languages, particularly for national groups where learners share a common linguistic and cultural background. By addressing the specific challenges posed by native language interference and cultural differences, teachers can create a more tailored and effective language learning experience. Through the integration of textual and speech analysis, learners develop a deeper understanding of both the written and spoken forms of the foreign language, enhancing their overall proficiency and confidence in real-world communication. ds may not exist in the native language, leading to difficulties in mastering them.

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«ТОЛЕРАНТЛИК» КОНЦЕПТИНИ ИНГЛИЗ, РУС ВА ЎЗБЕК ТИЛЛАРИНИ ЎҚИТИШ МЕТОДИКАСИГА ИНТЕГРАЦИЯЛАШУВЧИ

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Аннотация:

Ушбу мақолада «толерантлик» концептини инглиз, рус ва ўзбек тилларини ўқитиш жараёнига интеграция қилиш имкониятлари кўриб чиқилади. Глобаллашув шароитида турли миллатлар, маданиятлар ва тиллар ўртасида яхши муносабатлар қуриш учун талабаларда чет тили кўникмалари билан бирга маданиятлараро коммуникатив компетенция шакллантириш муҳим аҳамият касб этади. Мақолада толерантлик тушунчасининг тарихий ривож, лингвистик хусусиятлари ҳамда у билан боғлиқ фразеологик ифода ва мақоллар таҳлил қилинади. Шунингдек, толерантликни таълим жараёнига киритиш борасида амалий тавсиялар, коммуникатив амалиётлар ва рефлексив механизмлар ҳақида фикр юритилади. Олинган натижалар талабаларда тил мотивацияси, критик тафаккур, эмпатия ҳамда муносабат маданиятини ривожлантиришга хизмат қилиши мумкинлиги қайд этилади.

Калит сўзлар: толерантлик, маданиятлараро компетенция, чет тилини ўқитиш, сифатли таълим, мақсадли интеграция, коммуникатив ёндашув, рефлексив амалиётлар.

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Ҳозирги даврда глобаллашув жараёнлари жадал суръатлар билан кечаётганлиги туфайли таълим тизими олдида бир қатор янги вазифалар пайдо бўлди. Турли миллатлар, маданиятлар ва тиллар ўртасида муносабатлар мустаҳкамланиб борар экан, талаба-ёшлардан нафақат чет тили кўникмалари, балки маданиятлараро коммуникатив компетенция ҳам талаб қилинади. «Толерантлик» тушунчаси эса айнан шундай компетенциянинг асосий таркибий қисми сифатида эътироф этилади. Турли маданий анъаналар ва қадриятларни англаш, кўнгли очиқлик ва ўзаро ҳурмат билан муносабат қилиш жамиятда барқарорлик, тараққиёт ҳамда сифатли таълим учун зарур ҳисобланади [UNESCO, 2013]. Шу боис «толерантлик» тушунчасини инглиз, рус ва ўзбек тилларини ўқитиш жараёнига киритиш, айниқса, ОТМлар ва мактабларда муҳим вазифа сифатида кўтарилмоқда.

«Толерантлик» концептининг назарий жиҳатлари ва эволюцияси

«Толерантлик» тушунчаси тарихи илмий манбаларда турли даврлардан келиб чиққан ҳолда ўрганилади. Жумладан, Ғарб мамлакатларида «толерантлик» XVIII асрда диний ихтилофлар даврида кенг муҳокама қилина бошланган [Locke, 1689]. Бироқ бу тушунча фақат диндорларга нисбатан «сабр-тоқат билан муносабат қилиш» ёки «кечириш» маъноси билан чекланиб қолмаган. Кейинчалик XIX–XX асрларда «толерантлик» маданий, сиёсий, ирқий ва жинсий хилма-хилликларни қабул қилиш ва ҳурмат қилиш билан боғлиқ тушунча сифатида бойиб борди [Voltaire, 1763].

Шарқ мамлакатларида эса турли миллатлар ва динлар биргаликда яшаётган бир пайтда, аҳоли ўртасида «ҳурмат» ва «ҳамжиҳатлик» каби тушунчалар тарихий илдизларга эга. Хусусан, Марказий Осиёда Соҳибқирон Амир Темур даврида ҳар хил

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урф-одатлар ва турли этник гуруҳлар бир даврада бирлашган; бу эса маданиятлараро алоқалар ривожига йўл очган [Темур тузуклари].

Лингвистик жиҳатдан қаралганда, «толерантлик» тушунчаси бир неча асосий таркибий қисми орқали намоён бўлади. Инглиз тилида «tolerance» сўзи, аввало, «сабрлилик», «бардош» маънолари билан боғлиқ бўлса, рус тилида «толерантность» термини ҳам худди шундай таржимага эга [Wierzbicka, 2010]. Ўзбек тилида «толерантлик» тушунчаси «бардошлилик», «сабр-тоқатлилик», «ўзига хосликни тан олиш» каби кенг қамровли маъноларни ёритади.

Шунингдек, луғавий бирликлардан ташқари, фразеологик ифодалар, мақоллар, иборалар ичида ҳам толерантлик билан боғлиқ семантик ўзига хосликлар мавжуд. Масалан, инглиз тилидаги live and let live («ўзинг яшагин ва бошқаларга яшашга имкон бер») ибораси «бошқаларни тан олиш» мазмунини берилса, рус тилида «В чужой монастырь со своим уставом не ходят» («бегона монастирга ўз тартиб-қоида билан кирилмайди») ибораси «бегона маданиятга нисбатан эҳтиёткорлик» маъносини билдиради [Lakoff & Johnson, 1980]. Ўзбек тилида «Аввал ўзингга боқ, кейин ногора қоқ» каби иборалар «ташқи муҳитда одобли, эҳтиёткор бўлиш, турли ҳолатларга бағрикенглик билан ёндашиш»ни ифода этади.

Сифатли таълимда «толерантлик»ни интеграция қилиш асослари

Миллатлараро компетенция — бу инсоннинг турли маданиятларга оид билим, кўникма ва қадриятларга очиқлиги, ўзини ҳаққоний баҳолай олиши, танқидий тафаккурга эга бўлиши, шунингдек, турли маданий анъаналарни тушуниб, улар билан ҳамкорлик қила олиши демакдир [Вугам, 1997]. Таълим жараёнида талабаларни миллатлараро компетенцияга йўналтириш нафақат чет тиллари бўйича, балки умумий соҳа лойиҳаларида ҳам самара беради.

ЮНЕСКО ҳам таълимни илмий, ахлоқий ва маданий қадриятлар билан бойитишни мақсад қилади [UNESCO, 2013]. Яъни, инглиз, рус ва ўзбек тиллари каби турли тилларни ўқитишда «толерантлик» тушунчасини интеграция қилиш орқали ўқувчиларда бегона маданиятларни тушуниш, уларга ҳурмат билан муносабат қилиш кўникмалари ривожланади [Kramsch, 2013]. Шу тариқа таълим сифатининг янги чўққилари забт этилиши мумкин. Педагогикада кўплаб методик ёндашувлар мавжуд. Бироқ «толерантлик»ни шакллантиришда унга асосий йўналиш ажратиб кўрсатилади: ахборот (таълим контенти), кўникма (талабалардаги амалий кўникмалар) ва муносабат (эмоционал-ҳиссий ҳолат) [Deardorff, 2006].

1. Ахборот: толерантлик тарихий илдизлари, турли тилларда ифодалаш шакллари, маданий хосиятлар ҳақида ахборот тақдим этиш.

2. Кўникма: амалий машқлар, дискуссиялар, ролли ўйинлар орқали талабаларда миллатлараро ҳолатларда муносиҳали муносабатлар ўрнатиш кўникмаси ривожланади.

3. Муносабат: эмпатия, очиқлик, мулоқотга тайёрлик каби ҳиссий-ахлоқий жараёнлар. Таълим берувчи бу масалаларни мақсадли равишда тарбиявий жараёнга тиқиштириши муҳим.

Инглиз, рус ва ўзбек тилларида «толерантлик» тушунчасини методикага татбиқ этиш

- Матнлар орқали: турли маданиятлар ўртасида юзага келадиган тарихий воқеалар, ҳуқуқ ва эркинликлар ҳақидаги мақола, эссе, адабий асарлардан парчалар киритиш. Масалан, инглиз тилида Мартин Лютер Кинг нутқлари, рус тилида Толстой асарларидан иқтибослар, ўзбек тилида Мир Алишер Навоий асарларидаги бағрикенгликка оид мисоллар.

- Аудио-визуал ресурслар: ахборот дастурлари, ҳужжатли фильмлар, роликлар. Масалан, жамиятда миллий камчиликлар муаммолари ҳақидаги репортажлар — булар талабаларни турли миллатлар ҳаёти билан яқиндан таништиради [Вугам, 1997].

• Муҳокамалар ва давра суҳбатлари: маданий хилма-хиллик, гендер тенглик ёки миллатлараро муносабатлар мавзусида мунозара ташкил қилиш орқали талабалар турли фикрларни эшитади, ўз нуқтаи назарини шакллантириб, унга танқидий ёндашади [Deardorff, 2009].

• Ролли ўйинлар: шартли равишда турли маданият вакиллари ўртасида музокаралар ёки сайёҳлик вазиятларини моделлаштириш, жумладан, талабалардан бири чет эллик бўлиб, бошқалар улар билан мураккаб вазиятларга киришади. Бу жараёнда толерант муносабат қилиш муҳимлиги яққол намоён бўлади [Kramsch, 2013].

• Гуруҳ оғзаки дебатлари (баҳслар): талабалар рефлексия машғулотида бир-бирларининг ёзувлари билан танишиб, чиқарган хулосаларни биргаликда муҳокама қиладилар. Бу уларга нафақат шахсий мустақил фикрни, балки ўзгалар фикрини ҳам тушуниш кўникмасини беради [Wierzbicka, 2010].

Эмпирик тадқиқотлар ва натижалар

Турли университетларида ўтказилган тажриба шундан далолат берадики, толерантлик таълимларини тил ўқитиш жараёнига киритиш талабаларда бир неча ижобий натижаларни берган:

1. Тилни ўрганиш мотивациясини ошириш: матнлар ва машқларнинг ҳаётий ёки маданий моҳиятга эга бўлиши талабаларда қизиқиш уйғотади.

2. Критик тафаккурни ривожлантириш: бирор бир миллат ёки маданият ҳақидаги стереотиплар махсус машқлар орқали савол остига олинади, талабалар эса бу стереотиплар ҳақиқий баҳоларга ҳар доим ҳам мос тушмаслигини кўришади [Deardorff, 2006].

3. Эмпатияни кучайтириш: талабалар маданий хилма-хилликка нисбатан ачиниш ёки ўзаро тушуниш кўникмасини ривожлантиради, бу эса келгусида миллатлараро мулоқотни ривожлантиришга ёрдам беради [Kramsch, 2013].

4. Муносабат маданиятини шакллантириш: гуруҳда турли хил дунёқарашлар бўлган тақдирда ҳам талабалар ўзаро муносабат билан боғлиқ масалаларда рағбатлантирувчи муҳит ярата олишларини намоён этишган.

Хулоса ва тавсиялар

Юқоридагилардан кўриниб турибдики, «толерантлик» тушунчасини инглиз, рус ва ўзбек тилларини ўқитиш жараёнида маълум бир тизим асосида интеграция қилиш таълим сифатини янада ошириш имконини беради. Таълим муассасаларида:

• Махсус ўқув қўлланмалари: толерантлик тарихи, назарияси ва турли маданиятлардаги ифодаси ҳақида расмий адабиётлар тайёрланиши зарур [UNESCO, 2013].

• Қўшимча машғулотлар: факултетлараро давра суҳбатлари, тренинглар, маданий фестиваллар ўтказилиши талабалар ўртасида миллатлараро алоқаларни кучайтиришда муҳим аҳамият касб этади [Бугам, 1997].

• Профессор-ўқитувчилар учун малака ошириш курслари: толерантлик тушунчасини методикага самарали татбиқ этиш учун педагоглар доимий равишда янги илмий адабиётлар билан танишиб, интерфаол машқлар ишлаб чиқишлари лозим [Deardorff, 2009].

Шу тарзда, толерантлик тушунчасини тил ўқитиш жараёнида қамраб олиш талаба-ёшларнинг келгуси ҳаёти учун мустаҳкам асос бўлиб хизмат қилиши мумкин. Улар турли миллат ва маданият вакиллари билан меҳрибонлик, ҳурмат ва ҳамфикрлик асосида муносабат қуриб, жамиятда барқарор тараққиёт орқали юқори самараларга эришиши мумкин. Шу боис ушбу ёндашув нафақат педагогика соҳа мутахассислари, балки таълим сиёсатини ишлаб чиқувчилар учун ҳам долзарбдир.

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TASK-BASED LANGUAGE TEACHING (TBLT) AND ITS EFFECTIVENESS IN DEVELOPING COMMUNICATIVE COMPETENCE

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Abstract:

Task-Based Language Teaching (TBLT) has emerged as a dynamic approach in language education, emphasizing the use of real-world tasks to foster communicative competence. This article examines the effectiveness of TBLT in developing learners' ability to use the target language in meaningful and practical contexts. Through an analysis of both theoretical frameworks and empirical studies, the article highlights how TBLT shifts the focus from grammar and form to language as a tool for communication. The study explores how tasks such as problem-solving, information exchange, and role-playing provide learners with opportunities to practice language in a way that mirrors real-life use. The findings suggest that TBLT not only enhances fluency and accuracy but also increases learner motivation and engagement. By integrating tasks that reflect everyday interactions, TBLT prepares learners to navigate authentic communicative situations, making it a highly effective method for second language acquisition.

Key words: Task-Based Language Teaching, TBLT, communicative competence, second language acquisition, real-world tasks, language pedagogy, fluency, accuracy, language learning strategies, learner motivation.

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Introduction

In an increasingly globalized world, the need for effective language instruction has never been more critical. Traditional approaches to language teaching, which often focus heavily on grammar and vocabulary memorization, have been criticized for their inability to prepare learners for real-life communication. In contrast, Task-Based Language Teaching (TBLT) offers a more practical and interactive approach by placing communication at the core of the learning process. This thesis investigates the effectiveness of TBLT in developing communicative competence, defined as the ability to use language appropriately in various social and linguistic contexts. By examining both theoretical insights and empirical studies, this research aims to provide a comprehensive analysis of TBLT's role in enhancing language learners' communicative skills.

Literature Review

The theoretical foundations of TBLT are grounded in communicative language teaching (CLT), which emerged as a response to more traditional, form-focused methods. TBLT emphasizes meaning over form, encouraging learners to use language through tasks that resemble real-life situations. Studies by Ellis (2003) and Skehan (1996) have established that tasks focusing on meaning-making—such as problem-solving, role-play, or opinion-sharing—allow learners to practice language in context, leading to greater fluency and natural language use. This section will explore how TBLT integrates cognitive, social, and interactional aspects of language learning, reviewing key studies that support its effectiveness.

Theoretical Framework

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The basis for TBLT lies in the notion that language is best learned when used for a purpose, rather than as an abstract system of rules. Drawing from Vygotsky's socio-cultural theory and Krashen's input hypothesis, TBLT encourages learners to actively engage in language use through meaningful communication tasks. The thesis will delve into the connection between TBLT and these language acquisition theories, analyzing how tasks promote language production, negotiation of meaning, and interactional competence.

Research Methodology

To assess the effectiveness of TBLT, this thesis will employ both qualitative and quantitative methods. Data will be collected through classroom observations, learner interviews, and pre- and post-task assessments. Participants will engage in a series of communicative tasks over a specified period, and their progress in communicative competence will be measured. Key areas of focus include fluency, accuracy, pragmatic competence, and the ability to handle spontaneous conversations. By combining direct observation with learners' feedback, the research will offer a well-rounded analysis of TBLT's impact on language development.

Findings

Preliminary findings from previous research indicate that TBLT significantly enhances communicative competence in language learners. Learners involved in TBLT-based instruction demonstrate improved fluency, better use of idiomatic expressions, and a higher capacity to navigate social nuances in communication. One of the key advantages of TBLT is its ability to lower learners' anxiety, as they focus on task completion rather than linguistic form. This section will present detailed results from the study, highlighting improvements in specific communicative skills such as asking questions, negotiating meaning, and managing conversation flow.

Discussion

The results of the study will be discussed in light of the broader implications for language teaching. One of the key discussions will center on how TBLT can be integrated into different educational settings, including classrooms where the target language is not widely spoken. The adaptability of TBLT to online and blended learning environments will also be considered, given the increasing reliance on technology in education. Additionally, the challenges of implementing TBLT, such as the need for well-designed tasks and trained instructors, will be explored.

Pedagogical Implications

The findings of this research have important implications for language educators. TBLT not only promotes language use in context but also fosters learner autonomy and motivation. By shifting the focus from passive learning to active engagement, teachers can encourage students to take ownership of their language development. The thesis will provide practical recommendations for incorporating TBLT into language curricula, emphasizing the need for task variety, real-life relevance, and ongoing assessment of communicative outcomes.

Conclusion

Task-Based Language Teaching represents a shift towards a more communicative, learner-centered approach to language education. By engaging learners in tasks that simulate real-life communication, TBLT offers an effective method for developing communicative competence. This thesis has demonstrated that TBLT enhances both fluency and accuracy, while also promoting motivation and reducing language anxiety. As language education continues to evolve, TBLT provides a promising framework for helping learners achieve meaningful, practical language skills that prepare them for authentic communication in a global context.

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DIFFERENTIATION IN LISTENING TASKS: SUPPORTING DIVERSE LEARNERS IN THE ESL/EFL CLASSROOM

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Abstract:

Differentiating listening tasks in ESL/EFL instruction allows educators to meet the varied needs of learners, enhancing both engagement and comprehension. This article explores strategies for creating differentiated listening activities, considering factors such as language proficiency, learning styles, and cultural backgrounds. Through techniques like tiered listening exercises, flexible group work, and scaffolded support, teachers can develop listening skills in a way that supports individual learner needs. This approach not only promotes language acquisition but also builds learner confidence and increases motivation. Examples of differentiated activities demonstrate how teachers can make listening practice more inclusive and effective.

Key words: differentiation, listening tasks, ESL, EFL, language proficiency, scaffolded support, tiered activities, inclusive learning.

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Listening is a fundamental skill in language acquisition, yet it presents challenges for many learners due to varied proficiency levels, background knowledge, and learning styles. In a diverse classroom, a one-size-fits-all approach to listening tasks may hinder some students' progress. Differentiated instruction, particularly in listening tasks, offers a solution to this challenge by providing tailored activities that address individual learner needs. This article investigates the importance of differentiated listening tasks and presents strategies for implementing them effectively in the ESL/EFL classroom.

The Importance of Differentiated Listening Tasks

Listening tasks can be complex for ESL/EFL students because they involve both language comprehension and auditory processing. Differentiated listening tasks are essential because:

1. *Address Varied Proficiency Levels:* Students at different stages of language proficiency benefit from tasks that match their comprehension level (Tomlinson, 2014).
2. *Support Diverse Learning Styles:* Some students may prefer visual aids with audio, while others benefit from kinesthetic tasks related to listening content (Dörnyei & Ryan, 2015).
3. *Enhance Engagement and Motivation:* Tailored tasks help students stay engaged and feel more confident as they experience success in language learning (Lightbown & Spada, 2013).

Techniques for Differentiating Listening Tasks

1. Tiered Listening Activities

Tiering involves creating multiple versions of the same listening task, each with varying complexity levels:

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- Basic Level: Provides simplified language and slower pacing. For example, beginner students might listen to a recording with key vocabulary pre-taught and receive structured questions.

- Intermediate Level: Offers moderate language complexity, appropriate pacing, and inference-based questions.

- Advanced Level: Features complex language, authentic speed, and higher-order questions to challenge advanced learners.

2. Flexible Grouping

Grouping students based on listening skill level or learning preferences encourages collaborative learning. Flexible grouping can involve:

- Peer-supported Listening: Pairing a more proficient student with a peer who needs more support to facilitate comprehension.

- Interest-based Groups: Organizing groups based on topics of interest to foster engagement (Fisher & Frey, 2010).

3. Scaffolding and Supportive Tools

Scaffolding involves providing temporary support to aid understanding:

- Visual Cues: Adding images, gestures, or subtitles to accompany audio can help students grasp context and meaning.

- Pre-listening Activities: Introducing key vocabulary or cultural context before the listening task helps students prepare for the audio (Nation & Newton, 2009).

4. Task Variety

Offering varied listening tasks accommodates different learning styles:

- Audio Clips with Graphic Organizers: Learners fill out a graphic organizer while listening, which is especially beneficial for visual learners.

- Real-world Listening Tasks: Advanced learners might benefit from authentic listening tasks like news broadcasts or podcasts, whereas beginners might prefer simplified dialogues.

Practical Examples of Differentiated Listening Tasks

1. Interactive Listening Stations

Create stations with different listening materials and tasks:

- o Station 1: Watch a short video with key vocabulary provided.

- o Station 2: Listen to an audio story with questions targeting main ideas.

- o Station 3: Listen to a complex podcast with an outline for note-taking.

2. Listening Journals

Encourage students to maintain listening journals where they reflect on tasks, document their listening challenges, and set personal listening goals. This activity allows students to work at their own pace while developing self-awareness in listening skills.

Conclusion. Differentiation in listening tasks provides ESL/EFL educators with a method to tailor instruction to each learner's needs. By implementing tiered activities, flexible grouping, scaffolding, and task variety, teachers can make listening comprehension tasks more accessible and effective for all students. Differentiated instruction in listening is not only a pathway to language proficiency but also a means of fostering inclusive, supportive learning environments.

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THE CONTENT OF USING MEDIA TECHNOLOGIES IN ENGLISH LESSONS FOR A₁ LEVEL STUDENTS

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Abstract:

The article discusses the integration of media technologies in teaching English to A₁ level students, emphasizing their role in enhancing learning outcomes. It highlights the transformation in Uzbekistan's educational landscape due to advancements in media, which has led to improved access to diverse information sources. The article outlines various methods and approaches, including media literacy, to develop students' lexical competence and critical thinking. Furthermore, it stresses the importance of using modern pedagogical tools to make lessons more interactive and engaging. The research suggests that incorporating media education fosters better understanding and effective communication skills among learners.

Key words: media technologies, English lessons, A₁ level students, Uzbekistan, media literacy, interdisciplinary, lexical competence, communication skills.

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Many changes are also taking place in the field of science and technology in Uzbekistan. In this, of course, the role of the media environment has grown as an important tool in many social processes. This situation affected the political and economic development of the country, as a result of which the society became mediatized and a new media environment was formed. This situation is in open and democratic appearance and the doors have been opened to the wide information environment of the world. Over the past years, information and communication technologies have been introduced to all systems in our country. Generalized and authorized database appeared in all areas and wide networks of cultural and information centers appeared.

Dangers of information available on the Internet that negatively affects the psyche of today's minors include the following resources:

- forms attitudes towards the environment such as depression, selfishness, lack of confidence in one's own strength and capabilities, as well as suicide in the desire to get rid of problems;
- performance of actions considered antisocial, i.e. taking alcohol, psychotropic, narcotic drugs, and hidden advertisements promoting the harmlessness of "soft" drugs and advices on the preparation of narcotics in them;
- information promoting violence, pornography and brutality;
- information that leads to the loss of real communication skills and slows down the development of interpersonal relationships;
- Information, dating sites, social networks, blocks and chats that cause damage to the cultural values of the people of Uzbekistan;
- publication of provocative photos that cause panic and fear of minors and among them trample on human dignity, widely spread rumors and personal information;

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– participation in sectarian, extremist and fundamentalist currents and promotion of their ideas.

In her research, T.V. Kharlampeva emphasizes that the problem of ensuring information-psychological security of individuals and society is interdisciplinary.[1;199-203]

The use of modern media technologies should be a part of the targeted learning process that meets all the requirements of the methodology of teaching a foreign language. A modern teacher needs to use media technologies to ensure the educational results of the current generation and to achieve them.

In the analysis of these methods, we identified media education as the priority direction of cultural and pedagogical development of the 21st century.

Media technologies are one of the means of activity and methods of communication. Media technologies are information processing technologies, as well as a syncretic form of communication. This concept expresses the social essence of the way of existence as "human activity" in a general form.

According to A.A. Jurin, "media" is derived from the Latin word "media" and means "tool", "mediator" and more precisely, "mass media". [2;405-406]

In some cases, the concept of media technology is also used as "media literacy", "information literacy" and "visual literacy". For example, the concept of "information literacy" is more often used in connection with libraries, computers and digital types of media. In educational processes, the concept of "Media Literacy" is encountered in many cases.[3;11]

Researcher F. Madрахimova includes the following among media education programs:

- information space and its interpretation using words, music, plastic images and etc.;
- technologies that imitate the human mind and improve the development of the surrounding world, i.e. development of media technologies and modeling of the world and human mind;
- digital millennium - a new stage of civilization, i.e. philosophical, aesthetic and cultural evaluations of mass media;
- characteristics of electronic society - storytelling and influence of modern screen;
- possibilities of digital audiovisual technologies.[4;48]

It is time to use modern methods in teaching English to A1 level students through media technologies.

S. Thornbury defines "Method as a system of created language teaching based on a specific linguistic or educational theory of language, and in some cases both." [5;256] And E.M. Antoni emphasizes that the approach is the theoretical foundations of language teaching and these theories can be applied in practice through methods. [6;63-67]

Some methods and approaches are considered as aiming at developing oral speech (correct method, silent way, suggestopedia, audiolingual methods, situational, natural and communicative approaches) or written speech (grammatical translation method and communicative approach) and some of them are teacher-oriented methods (grammatical translation, correct and audiolingual methods), while others are person-oriented methods (silent way and suggestopedia methods, as well as situational, natural and communicative approaches).[7;341-346]

Researcher Spichkin mentions that not only structuring the material within the lesson, but also if the interdisciplinary model of media education is chosen, it creates a good basis for its distribution among different disciplines. [8;121-124]

In our research, we have studied several new projects aimed at students learning English through media technologies. We have learned that media texts aimed at developing students' learning skills through foreign language classes serve to develop students' lexical competence in English:

- students will get to know the roles of neutral, negative - positive and positive complement episodes in this media text;
- the database is introduced in sequence;
- to analyze the plot stereotypes for a certain genre of media texts;
- to analyze the relationships between important events and characters in the media text;
- to determine the plot stereotypes of depicting the images of the country, people, race, nation, social system, political administration, justice system, education, labor activity and etc.;
- students' written comments on a variety of media texts and genres (with a focus on plot analysis);
- oral group discussions of the plots of media texts (with the help of problematic topics) and others.

Media text forms the skills of purposeful versatile perception of information and multifaceted evaluation of audiovisual works of art.

Thus, the media text not only carries the burden of information, but also becomes the result of the communication of subjects participating in the process of creating and perceiving media information and creative understanding of its essence. Because works of media culture, like any artistic text, in a broad sense are "thoughts about thoughts, experience of experiences, words about words and texts about texts."

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THE MAIN ISSUE IN TEACHING FOREIGN LANGUAGES: OVERCOMING THE COMMUNICATION BARRIER

A. Klicheva ¹

Abstract:

The communication barrier is a fundamental challenge in teaching foreign languages, impeding learners' ability to engage in meaningful conversations. This article delves into the root causes of this barrier, focusing on native language interference, the lack of real-life communication opportunities, and cultural differences that hinder pragmatic competence. The psychological aspects of language learning, such as lack of motivation and confidence, further exacerbate the issue. Traditional teaching methods emphasizing grammar over communicative skills often leave students ill-prepared for real-world interactions. The article suggests various strategies to overcome these barriers, including integrating culture into language lessons, creating authentic communication opportunities, leveraging technology, and fostering a supportive learning environment. By addressing both linguistic and psychological factors, educators can better equip students to overcome the communication barrier and achieve fluency.

Key words: foreign language teaching, communication barrier, language transfer, pragmatic competence, motivation, language anxiety, real-life communication, cultural integration, language learning strategies, native language interference.

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Teaching foreign languages has always been an essential component of global education, yet it comes with a host of challenges that educators and students alike must navigate. Among these challenges, the most significant issue is the communication barrier. This barrier manifests in various forms, from the difficulty of comprehending new linguistic structures to the cultural differences that can make learning a new language daunting. This article explores the root causes of this communication barrier, its impact on language education, and strategies to overcome it.

The Role of Native Language Interference

One of the primary factors contributing to the communication barrier in foreign language learning is the interference from the learner's native language. Known as "language transfer," this occurs when learners apply grammatical rules, vocabulary, or pronunciation habits from their first language (L₁) to the language they are trying to learn (L₂). While some aspects of language transfer can facilitate learning, such as similarities between languages (e.g., between Spanish and Italian), it often leads to confusion. Differences in sentence structure, word order, or even concepts that do not exist in the learner's L₁ can make it difficult for students to internalize new linguistic patterns.

Focus on Grammar and Vocabulary Over Communication Skills

One of the main reasons for this gap is the traditional emphasis on grammar and vocabulary in language teaching. While these are essential components of learning any language, they are often taught in isolation, with limited opportunities to apply them in meaningful, communicative contexts. Students may become proficient at memorizing words or conjugating verbs but struggle to hold a conversation in the target language. This is

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because language is not just a set of rules but a tool for communication, and without practice, students often feel unprepared for real-world interactions.

In countries where the target language is not commonly spoken, learners often face the challenge of limited exposure to native speakers. Interaction with native speakers provides invaluable insights into pronunciation, idiomatic expressions, and everyday language use. Without such exposure, learners may develop an overly formal or textbook version of the language, making it harder to adjust to natural conversation. Immersion experiences, whether through travel, language exchange programs, or technology, have proven to be highly effective but are not always accessible to all learners.

Strategies to Overcome the Communication Barrier

Integrating Language and Culture: Incorporating cultural learning into language lessons can help students develop both linguistic and pragmatic competence. Understanding the cultural context of language use helps students better navigate conversations and adapt to social norms. **Creating Authentic Communication Opportunities:** Teachers should prioritize speaking and listening activities that simulate real-life interactions. Using role-play, group discussions, or language exchange with native speakers can give students the confidence and practice they need. **Leveraging Technology:** With the rise of language learning apps, online tutoring, and virtual immersion experiences, learners can now access native speakers and practice real-life conversations more easily. Tools like language exchange platforms or video calls with native speakers offer students the chance to practice in an authentic, low-pressure environment. **Building Confidence and Reducing Anxiety:** Teachers can play a crucial role in reducing language anxiety by creating a supportive, low-pressure environment. Encouraging students to take risks, make mistakes, and view them as part of the learning process can build confidence and motivation.

Overcoming the fear of making mistakes is essential for language learning. Teachers can foster a growth mindset by creating a supportive environment where mistakes are seen as a natural part of the learning process. Encouraging students to take risks, praise their efforts, and provide constructive feedback helps build confidence and reduces language anxiety.

Conclusion

The communication barrier is the most significant issue in foreign language education, but it is not insurmountable. By addressing the linguistic, cultural, and psychological aspects of language learning, educators can help students move from passive understanding to active use. The key lies in providing opportunities for real-world communication, fostering cultural awareness, and building the confidence students need to engage in meaningful conversations. Overcoming this barrier not only opens doors to fluency but also fosters deeper connections between people across cultures.

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THE METHOD OF LEARNING ENGLISH THROUGH THE INTERNET

M. Yuldosheva ¹, P. Bobokalonova ²*Abstract:*

The article under consideration dwells on methods of teaching English through Internet resources. It is underscored new opportunities in teaching and learning English in the context of the rapid development of information technology. A revolutionary achievement of recent decades, which has had a significant impact on the education process around the world, is the creation of a global computer network called the Internet. The development of computer technology and electronic communications in our time has made it possible to process large amounts of information and place them on the Internet. In addition, this information is available to everyone, which already makes one think about the simplicity and practicality of using Internet resources and Internet communication in the learning process.

Key words: teaching foreign languages, Internet, computer technology, intercultural communication, information, revolution, Internet, electronic communication.

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The modern world is in constant development, and processes such as globalization and computerization are taking place in it. English language also plays a big role in the 21st century. Knowledge of the English language makes it possible to integrate into world culture, develop relations between states, as well as make full use of Internet resources.

New technologies have been introduced in the system of education, such as innovative interactive methods and forms of teaching. In modern world, it has become possible to use multimedia technologies, computers, language laboratories, the Internet and other modern technical training tools. In this case, it became necessary to develop methods of using information and communication technologies (ICT) in teaching English language. New pedagogical information technologies have become an integral part of the educational process. The use of the Internet in English lessons is an urgent methodological aspect that requires new approaches and non-standard solutions. One of the achievements of recent decades, which has had a significant impact on the educational process around the world, is the creation of a worldwide computer network known as the Internet. With the advent of new technologies, students develop different thinking, and they increase their motivation to learn. They change their look at the English and build their further views on the future of modern society.

R. Williams and K. McLeay in their article "Computers at school" evolve: "One of the computer features while using it as a learning tool and an assistant for gaining knowledge is its inanimation. This device can interact with the user in a "friendly" way and "support" him at some point, but it will never show signs that he is upset or bored. In this sense, the use of computers may be more useful for individualizing certain aspects of learning."

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The computer does not accompany students work with support and comments, which contributes to the development of independence and creates a favorable socio-psychological climate in the classroom, gives them self-confidence, which is an important factor in the development of their personality. For the most successful accommodation in the global information space, students must master the information culture, since the Internet is increasingly given priority in the searching information. The Internet as an information system provides its users with a variety of information and resources. The basic set of services may include:

- e-mail;
- teleconferences;
- video conferences;
- the ability to publish your personal information, create your home page and place it on a web server;
- access to information resources.

The Internet allows you to go beyond the boundaries of time and space, providing its users with the opportunity to actually communicate with real interlocutors on topics related to both sides. But we should not forget that the Internet is only a technical auxiliary means of learning, and in order to achieve optimal results, it is necessary to correctly integrate its use into the educational process. Every day, a certain amount of time is spent on the way, which can be used sparingly. At this time, you can listen to audiobooks in English. One of the largest legal repositories for audiobooks is AudioBooksForFree.com. Undoubtedly, the Internet can be used as an effective application for the development of grammatical skills, vocabulary and knowledge testing. This can include all kinds of vocabulary learning, grammar, phonetic exercises, reading test, grammar, IQ tests, etc. Teachers and interns themselves can find such sites on WWW.

The great advantage of using Internet resources is the development of intercultural competence, that is, familiarity with different cultures, identification of mutual connections and intercultural imports, the formation of cultural universals necessary to achieve mutual understanding and fructuous cooperation in direct communication. The World Wide Web has a huge number of websites and home pages that offer information for every taste. The limitless field of activity in terms of its use in English lessons serves to develop intercultural competence.

Websites that improve English language skills can be used when working with grammatical rules in the process of learning new words. Thus, using the information resources of the Internet, you can achieve the following results:

- a) achieve a more accurate reading;
- b) to hear voice texts on the Internet and use them;
- c) improving both active and passive vocabulary;
- d) enriching the modern English word stock;
- e) familiarization with cultural awareness; (speech etiquette, peculiarities of communication between different peoples)
- f) develop an interest in live communication;

There are many websites and resources on the Internet dedicated to learning English. They use various methods to make the learning process more interactive, practical and interesting. The issue of integrating the Internet into education and its use in teaching English language is very relevant, since when using the Internet as a means of teaching English language, many goals and objectives of teaching and upbringing are better realized [1, p. 49].

Audio records in English help students to understand the language they are learning. This makes it possible to understand the phonetic features of the language and use it in speech. Students begin to express their thoughts more correctly and competently in English.

Internet resources can be used for various educational purposes. The global Internet creates conditions for obtaining any information necessary for students and teachers.

In addition, interns can participate in various contests and Olympiads that are held online. It should be noted that now there is an opportunity to participate in these events not only at the state level, but also at the global level. In fact, today a student who speaks English and communicates easily with a search engine can easily register on any forum, website, etc. Another new method of language acquisition is "teleconference", which is a remote video communication between several parties. Of course, this way of communication is impossible to implement without the Internet. There is a live broadcast between interns from different countries, where they can easily communicate and thus not only meet new people, but also learn the language and culture of another country. As a result, interns from a new country make friends who actively study their language. This method also increases motivation to learn a language. Video communication can also be effective in preparing for the English exam, you can't spend a lot of money, but just find an interesting interlocutor on the Internet from another country. Thus, the student will hear English language and learn new words. [2, p. 139]

There are many useful resources on the Internet for learning English language. These are special English language training programs, as well as various original materials that can be used independently in accordance with your specific learning goals. Now a large number of dictionaries are available on the Internet, which greatly simplify learning English. For example, the Lingvo dictionary can translate a word and phrase from Russian into English, Spanish, Italian, German and French. There are several goals in educational institutions, the main purpose of which is the development of communicative competencies. Language learning is aimed at achieving this main goal. Communicative competence is the ability to carry out speech activity using the language being studied in accordance with the goals and conditions of communication within a certain activity. The Internet is a communicative approach to teaching communication and developing intercultural communication skills. In the space of computer communication, students put themselves in real situations [3, p. 31; 6, p.22]. The computer does not compliment or scold students, which develops their independence, creates a favorable socio-psychological climate in the classroom and inspires them with self-confidence, which is very important for personality formation.

While television is losing popularity, the demand for Internet resources has increased dramatically. These resources provide various information about the latest developments in the country and the world. With the global information network, there are many warnings about changes at home and abroad that occurred a few minutes ago. The Internet also provides an opportunity to get acquainted with the situation from different sides and objectively evaluate the information received. Interns can analyze the policies of other countries, express and form their own opinions, as well as express their thoughts and opinions about what they have read by personally talking with the author of a certain article. [4, p. 5; 5, p. 63].

The teacher also makes a significant contribution to the process of learning English. The method of learning a foreign language without Internet networks is impossible in the modern era. Thus, the Internet helps to increase the cognitive level not only among students, but also teachers at the stage of their development and improvement. Any teacher who wants to learn a language at a high and high-quality level should visit websites and follow new global trends. Various information sites allow the teacher to constantly learn something new, as well as share it with his students. The value of these sites is not only in their importance to contemporaries, but also in the large number of teaching methods and techniques that a teacher can effectively use [7, p. 132]. Many educational institutions have language laboratories that provide computers connected to the Internet. In this case, English teachers can use online resources right in the classroom. However, it should be remembered that the

computer does not take the place of a textbook, but only makes the lesson more interesting, meaningful, encourages everyone to participate in the learning process actively, and traditional teaching methods should also not be excluded from lesson plans. In the modern world, every teacher tries to take the most of the global network in his subject. The communicative abilities of students through the Internet are important and feasible tasks that enhance self-learning and motivate them to further study English language. Internet resources can be used by teachers and students as an application for the development of grammatical and lexical skills and abilities. This includes various lexical, grammar exercises, reading tests and etc. Today, such resources are needed to interest them in learning a living language with modern realities, similar resources can only be found on the Internet. It is especially important to use modern Internet material in the lesson in order to be able to come into contact with the real language, and not only with the conditional language of instruction. The Internet is an excellent repository of information for teachers and interns.

The Internet can help you learn not only English language on your own, but also other foreign languages. This method is very convenient for people who need to study a certain language area, whether it is a technical field, medicine or economics, as well as for those who have the opportunity, time and resources to attend special courses.

The development of modern information technologies does not stand still, and the methodology of teaching English language should develop and change accordingly. The introduction of the Internet into the curriculum in the future will help to improve the quality of the educational process. Thus, in the modern world, there is a growing need to learn English language, as well as their daily communication skills. When looking for a job, most organizations require knowledge of English language and computer fluency. The use of information technology shows the enormous potential of the computer as a learning tool. Thus, in the context of an ever-growing demand for knowledge of the English language and educational opportunities of electronic means of communication, today the development of language teaching methods is gaining a promising direction in the integration of traditional didactic tools and Internet resources.

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THE ROLE OF ENGLISH IN THE DIGITAL AGE: LINGUISTIC CHANGES IN ONLINE COMMUNICATION

Sh. Mamatkulova¹, M. Rabbimova²

Abstract:

This article explores how digital platforms like social media and texting have transformed the English language. It highlights the rise of internet slang, abbreviations, and changes in grammar, emphasizing the adaptability and creativity of English in online spaces. The article also discusses the global influence of English in digital communication and suggests that these changes enrich the language, creating new norms and expressions.

Key words: English, digital communication, internet slang, abbreviations, social media, texting, linguistic change, grammar, globalization, creativity.

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In today's interconnected world, English has become the lingua franca of digital communication. With the rise of social media, texting, and digital platforms, the way people use and interact with the English language has undergone significant changes. This article explores how the internet has transformed English, leading to the emergence of new linguistic norms, internet slang, and abbreviations, while also examining the broader implications of these shifts on language and communication.

The proliferation of digital platforms—such as social media (Facebook, Twitter, Instagram), messaging apps (WhatsApp, Messenger), and forums—has created new spaces for communication. These platforms encourage rapid, brief exchanges that often prioritize efficiency over formality. As a result, English has become more dynamic, with users constantly adapting language to fit new contexts.

In online spaces, brevity and immediacy are key. Messages are typically short, informal, and often compressed to fit character limits (e.g., Twitter's original 140-character limit) or the fast-paced nature of digital interactions. This pressure has fostered the widespread use of abbreviations, acronyms, and emoji as users find innovative ways to convey complex ideas with minimal text.

One of the most noticeable changes in online communication is the rise of internet slang. Slang terms like LOL (laugh out loud), OMG (oh my god), FOMO (fear of missing out), and YOLO (you only live once) have not only become mainstream in digital communication but have also seeped into everyday speech. These abbreviations serve as a shorthand for expressing emotions, reactions, or ideas quickly, aligning with the fast-paced nature of online interactions.

A significant characteristic of internet slang is that it often reflects the creativity and playfulness of digital users. Memes, gifs, and viral trends contribute to this evolving lexicon. For instance, phrases like *spill the tea* (share gossip) or *lowkey* (subtle or understated) demonstrate how internet communities repurpose words and phrases, giving them new meaning.

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Internet slang is not static; it is constantly evolving, with new terms emerging and old ones fading. The speed at which these changes occur is unparalleled compared to traditional language shifts, largely due to the rapid sharing and global reach of digital platforms. Terms that may have started within niche online communities can quickly spread to global audiences, especially among younger generations.

Texting, with its emphasis on brevity, has led to significant changes in how people use grammar, punctuation, and sentence structure. Users frequently omit traditional elements of writing, such as capital letters, punctuation marks, or complete sentences [2, 67]. Phrases like "u" for "you" or "r" for "are" are common, as is dropping subject pronouns in informal exchanges (e.g., "going to store" instead of "I'm going to the store").

While these changes might be seen as a decline in language standards, they can also be viewed as evidence of linguistic innovation. Digital users are finding new ways to streamline communication while maintaining clarity and efficiency. In fact, research suggests that those who frequently engage in text-based communication may actually develop greater linguistic flexibility, as they switch between formal and informal registers depending on context.

Interestingly, while texting tends to simplify language in some ways, it has also given rise to more complex forms of meaning-making through emoji and GIFs. These visual elements often complement or replace text to convey emotions, reactions, or nuances that might otherwise be lost in written communication. For instance, a simple thumbs-up emoji can signal agreement, approval, or affirmation, depending on context.

Social media platforms are particularly influential in shaping contemporary English usage. Twitter, for example, encourages concise language use due to its character limit, leading to the popularization of abbreviations, hashtags, and condensed sentence structures. Instagram and TikTok, on the other hand, foster visually driven content that blends language with multimedia elements like images, videos, and audio.

Hashtags (#) have become a linguistic phenomenon in their own right. Originally used to categorize content, hashtags are now a tool for social commentary, activism, and trendsetting. Phrases like #MeToo, #ThrowbackThursday, or #NoFilter have gained cultural significance, illustrating how social media can turn words or phrases into symbols of larger movements.

Additionally, the rise of influencers and online communities has introduced a new layer of language specialization. Each social media niche—from fitness to fashion to gaming—develops its own vocabulary, often drawing from slang, technical jargon, and cultural references [3, 7]. These micro-linguistic communities demonstrate the diverse and adaptive nature of English in the digital sphere.

One of the most significant impacts of the digital age on English is its role in global communication. As the internet connects people from all over the world, English has cemented itself as the dominant language of online discourse. For non-native speakers, digital platforms serve as both a learning tool and a space for practice, contributing to the spread of English as a second language.

However, this global dominance also raises questions about linguistic diversity. As English becomes the default for many online interactions, other languages may struggle to maintain their presence in the digital realm. On the flip side, digital communication has also led to the emergence of globish—a simplified version of English that blends elements from other languages, reflecting the hybrid nature of global online communication.

Perhaps the most intriguing aspect of online communication is the creativity it fosters. Digital platforms provide users with the freedom to play with language, leading to the rise of entirely new forms of expression. This is evident in the way users manipulate syntax (e.g., "I can't even"), create new words (stan, ship, ghosting), or use punctuation creatively to convey tone (e.g., "What?!?!").

Furthermore, the use of irony, sarcasm, and humor in digital spaces adds layers of meaning that are often more complex than what is conveyed by traditional writing. Memes and viral trends, for instance, thrive on wordplay, visual gags, and intertextual references, showcasing how users continuously push the boundaries of language.

As the digital landscape continues to evolve, so too will the English language. The linguistic changes observed in online communication—abbreviations, slang, visual elements, and new syntax—reflect the adaptability of English to new contexts. While some may argue that the internet is eroding language standards, it is more accurate to say that digital communication is creating new norms, leading to a richer, more diverse linguistic landscape.

The impact of digital platforms on English is undeniable, and as technology advances, it will be fascinating to see how the language continues to transform in response to the demands of a rapidly changing world.

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IMPROVING PROFESSIONAL COMMUNICATION IN WITHIN AGRICULTURAL DISCIPLINES THROUGH INTERACTIVE LEARNING

*J. Nuratdinova*¹

Abstract:

The facilitation of professional communication within the agrarian sector is crucial for the dissemination of agricultural disciplines and the fulfillment of farmer needs, functioning as a conduit between agricultural professionals and the wider community. In this article investigates the efficacy of interactive pedagogical techniques, including role-playing, case studies, and collaborative discussions, in the enhancement of communication competencies and teamwork within agrarian studies. The paradigm of interactive learning underscores the importance of feedback, autonomy, and cooperative engagement, rendering it a dynamic and stimulating endeavor that substantially contributes to the advancement of professional communication abilities. Through the integration of these methodologies into educational frameworks, learners can cultivate vital communication proficiencies that are requisite not only in agriculture but also in diverse professional domains.

Key words: Professional communication, agrarian disciplines, interactive learning, teamwork skills, communication strategies, role-playing, case studies, student engagement.

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Teaching professional communication in English is an integral part of modern agricultural education. Students with English communication skills have an advantage in the labor market and can successfully cooperate with colleagues and peers from different countries. The methodology of teaching professional communication in English in agricultural education should be targeted and adapted to the specialization of the industry. One of the main steps is to define specific learning objectives, which may include the development of oral and written communication, presentation skills, business approach and other aspects of professional communication.

Effective communication in agrarian areas is crucial for disseminating agrarian data and meeting the needs of agronomists. It serves as a bridge between agricultural experts and the open world, ensuring that important data reach non-agrarian communities in a viable way [2].

Communication facilitates the sharing of knowledge, which is essential for farmers to adopt new technologies and improve their practices, ultimately leading to enhanced productivity and sustainability [1]. Moreover, agricultural communication professionals play a significant role in shaping media relations and public understanding of agricultural issues, which is vital in an era where mass media is a primary source of information for the public [4]. The integration of various communication mediums, from traditional print to digital platforms, further underscores the importance of effective communication strategies in fostering informed decision-making and community engagement within the agricultural sector [3].

Interactive learning strategies emphasize collaborative exercises between students and instructors, creating a collaborative learning environment. These strategies include role-

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playing, case studies and discussions that increase cognitive, passionate and motivational engagement among participants [5].

The essence of interactive training lies in its focus on feedback, student autonomy, and cooperative learning, which collectively contribute to improved communication skills and teamwork. Additionally, training sessions and master classes are highlighted as effective formats that promote active participation and problem-solving through simulated real-life scenarios [6]. These methods not only facilitate knowledge acquisition but also encourage the development of social and emotional competencies, making learning a more dynamic and engaging process. Overall, interactive learning methods represent a shift from traditional education by prioritizing inquiry and collaboration over more information transfer.

The purpose of the article is to explore how these innovative approaches can be integrated into various educational settings to enhance student engagement and foster a deeper understanding of the subject matter. This exploration will include case studies, practical examples, and recommendations for educators seeking to implement these strategies effectively.

Collaboration and teamwork experiences among students can vary significantly based on context, with many expressing negative feelings towards classroom group projects due to challenges in communication and organization [7].

In contrast, students reported positive teamwork experiences in work, internship, or research settings, highlighting the value of diverse perspectives in fostering successful collaboration. The development of teamwork skills is crucial, as students' antipathy towards team projects may stem from their underdeveloped skills, which are essential for effective relationships. To enhance students' perceptions and skills related to teamwork, it is recommended that educators provide more autonomy in classroom settings and implement training focused on teamwork skills. This approach could lead to improved employability skills, preparing students better for future collaborative endeavors in their careers.

Interactive approaches in education, particularly through the use of simulated patient (SP) scenarios, significantly enhance students' communication skills and self-awareness. These methods allow students to engage in role-play, where they practice active listening, empathy, and rapport-building, which are crucial for effective professional-patient interactions. The feedback received from SPs after these simulations is vital, as it helps students identify and correct their communicative errors, fostering a deeper understanding of their communication choices [8].

Additionally, the structured dialogues encourage students to balance their questioning techniques, promoting a more equitable exchange during consultations. Overall, these interactive strategies not only build confidence but also instill problem-solving communication techniques that become instinctual through practice.

Interactive learning techniques can enhance student engagement and understanding, as evidenced by the positive evaluations of interactive activities in a classroom setting. Students expressed a preference for longer role-play activities with standardized patients (SP), indicating that such immersive experiences facilitate better learning outcomes. Additionally, the need for more preparation time before these SP situations suggests that structured interactive exercises can significantly improve professional-patient healthcare communication skills. The emphasis on empathy in professional-patient discourse further highlights the importance of interactive techniques in fostering essential communication competencies among students.

Professional communication is crucial across various fields, as it facilitates effective information exchange and enhances understanding among professionals and clients. In healthcare, for instance, students practicing professional-patient communication demonstrated the importance of clear dialogue, active listening, and empathy, which are essential for building rapport and ensuring patient cooperation.

Equally important is focusing on teacher support to develop students' willingness to communicate. Teachers play a vital role in creating an encouraging environment that fosters confidence and promotes effective communication skills. By providing guidance, feedback, and opportunities for practice, educators can help students overcome communication barriers, making them more comfortable and willing to engage in professional dialogues. This is particularly necessary in professions like healthcare, where communication is integral to patient outcomes and professional success [11].

Similarly, in agriculture, effective communication skills are vital for professionals to articulate issues and collaborate with stakeholders, thereby addressing the challenges faced by farmers.

Furthermore, in engineering education, the ability to communicate clearly with diverse audiences is emphasized, highlighting the need for students to adapt their communication styles to different professional contexts [9].

Overall, the development of strong communication skills is recognized as a key component in preparing graduates for successful careers in their respective fields.

Educators in agrarian studies are called to enhance communication skills among students to effectively advocate for agriculture and improve agricultural literacy. This can be achieved by integrating technology and social media into lesson plans, as these tools are crucial for promoting agricultural knowledge in contemporary settings.

Additionally, offering public speaking courses focused on agricultural advocacy can prepare students to communicate effectively in various contexts. Understanding the perceptions of students regarding communication apprehension (CA) and willingness to communicate (WA) can also inform instructional strategies, enabling educators to tailor their approaches to meet diverse student needs. Furthermore, agricultural communication professionals should be engaged in media relations to better disseminate agricultural information, thereby bridging gaps between the agricultural community and the public.

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THE ESP MANUAL: PRINCIPLES OF CREATING, DESIGNING STUDY MATERIALS WITH TRANSLATION

N. Iskanova ¹

Abstract:

This is a research on teaching English for Specific Purposes to adult learners. Analysis of available ESP course books, manuals goals and outcomes of ESP teaching, the effective structure of ESP manuals, materials selection for course book, activities used to teach ESP teaching, translation etc. are viewed in the article.

Key words: manual, creation, cognitive requirements, sequencing of course content, exhibit the project, implementation.

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Manual evaluation is a process of selecting what textbook to use by considering the need and value of teaching and learning. It is essential for teachers since it provides useful information for planning and managing activities or tasks by learners in classroom practice. A significant number of ESP research papers, books and course books (or manuals) have been already developed, for different levels and professional branches, within the framework of applied linguistics and ELT (FLT). The objective of the current article will not be though to summarize essential works in this field, but based on distinguished cognitive and applied linguists' studies, ESP course books and on author's research, to consider issues related to the ESP manual and study materials design with respect to cognitive teaching requirements and display leaning strategies exemplification across course books. [1, p 3]

The paper layout will be the following. Firstly, the cognitive ESP curriculum, underlying the creation of the cognitive ESP manual and study materials will be presented in terms of its general characteristics and advantages. The ESP manual preparation stages, also applicable to study materials design steps, will be mentioned; next, selection, grading and creation of study materials will be treated, emphasis being put on cognitively based activities; exemplifying instances of cognitive activities aimed at language awareness (LA) improvement within skills teaching will be provided. Illustrations will be founded on excerpts from ESP course books in engineering. Conclusions will be finally made as to the efficiency of cognitively designed ESP manuals with respect to skills, knowledge and motivation parameters enhancement.

Language content and exercises - Regarding language content and exercises, Harding (2007) suggests that ESP teachers should use contexts, texts and situations from the students' subject area. Whether they are simulated or real, they will involve naturally the language that the students need. Further, he adds that they should exploit authentic materials that students use in their vocation or specialism – and don't be put off by this idea that it may not seem "normal English". According to him, ESP teachers should make the tasks authentic and get students doing things with the material that they actually need to do in their work. Additionally, Skierso (1991) suggests some criteria for the evaluation of exercises. He wonders whether there is a variety of activities in the textbook, and whether the instructions to the activities are appropriate for the level of students.

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Skills and strategies - McDonough and Shaw (2003) stated that materials should enable the learners to see how the four skills (listening, speaking, reading, and writing) can be used effectively in appropriate contexts. According to them, as integrated skills materials are likely to involve learners in authentic and realistic tasks, their motivation level will increase. So, they perceive a clear rationale behind what they are being asked to do. Hyland (2005) states that specialist' samples, despite the fact that these samples are useful, may discourage students if the contents of these samples are too difficult (cited in McDonough, 2005). According to Belcher (2006), both tasks and authentic texts are advocated strongly in ESP material design.

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A few studies have been conducted on the textbook evaluation. It seems that there is a shortage of study with respect to ESP textbook of computer engineering major. Thus, it remains a challenge to select an appropriate ESP textbook in this case. Since this is the first study that is focused on the ESP textbook of computer engineering major taught at Payame Noor Universities in Iran, the obtained results may be beneficial for the ESP teachers and material developers.

A few studies have been conducted on the textbook evaluation. It seems that there is a shortage of study with respect to ESP textbook of different subjects and topics. Thus, it remains a challenge to select an appropriate ESP textbook in this case. Since this is the first study that is focused on the ESP manuals Biology and the history of Uzbekistan taught at Navoi state pedagogical institute, the obtained results may be beneficial for the ESP teachers and material developers.

Before creating course manual, students are given some specific features of designing manuals. Some general rules of design will be helpful, when creating and designing a textbook. Begin with the end in mind. What is it that you are trying to achieve? Sketch out the general parameters of your book. What types of media do you want to incorporate to your book? Make a plan for the future. Who will review your book? How to work with the words and word combinations in translation?

Master degree students of our Institution are required to make course manuals related to their personal interest and attempt. Course structure refers to the choice of topics, organization, and sequencing of course content. The choice of topics and their organization should always support the learning objectives for the course. In some cases, illustrators or photographers also contribute to the design of book covers. Course manual design matters because it can make or break student engagement—and, ultimately, student success. Primarily, always start with the end in mind. We want my students to achieve specific learning objectives by the end of the course.

Before you start creating the actual content of your book, it is strongly recommended that you do some market research. Discuss your project with others to find out what teachers and ESP language learners want. Start by making a list of all the concepts you want to cover. Then think about how they will fit together to form the different chapters. Chapters be independent of each other, a textbook should be organized logically. Only then will you convey your knowledge correctly to the students. Pay particular attention to the title (headings and subheadings), and do not hesitate to insert boxes throughout the manual. Summary sheets at the end of the manual are also a good idea. The students design the manual cover, table of contents, acknowledgement, reference, and the book template of compiled unit from units from unit 1 until 10. In the final process, the students will result on one course book of ESP for particular field, in the form of hard and soft copy. Translating a text for a manual, which aims to inform or persuade, is not the same as translating a text that is going to be posted on social media and is designed to entertain, be funny or cause a reaction, or a blog post, which intends to be informative. What's more, something that is funny in one culture may not be in another.

Project based learning in teaching learning process, such as:

1. Get an idea. The outcome of a project might be a product (such as a machine or an artwork), a performance (such as a theatre piece or a debate), or a service (such as giving a lesson to younger students) that the outcome be something that students (as well as other people) value. Other important point in getting the idea is the projects will be able to help students to master the content that they are required to learn and the students can learn something meaningful from the projects.

2. Design the project. Backwards planning is a very simple way of working. To begin, the teachers write down everything that they expect their students to learn from doing this project. This could include all kinds of things: knowledge of course-specific content, generic skills like working in teams and analyzing drafts, specialist skills (which could range from statistical analysis to carving wood), and personal attributes such as self-confidence. It is important to prepare project plan template for the students to ensure that they do not forget about anything important.

3. Tune the project. This means presenting the plans to a group of colleagues, who will give constructive feedback, come up with ideas that have not thought of and warn the potential problems that may not have anticipated.

4. Do the project. There are many ways to begin a project: one is to start by giving the students space to talk about what they are concerned about and interested in, and then talking about how the project can speak to these concerns and interests.

5. Translation process. Translation also plays a pivotal role in cultural exchange. It allows us to experience foreign art, music, and films, broadening our access to different cultural expressions. This exchange of ideas fosters empathy, breaks down stereotypes, and promotes respect among nations and communities

6. Exhibit the project. This step allows the students to promote their project go public. There are many possible venues for exhibitions: museums, galleries, parks, cafes, community centers, auditorium etc.

Students must consider four primary elements when designing their manuals learning outcomes, assessments, teaching and learning activities, and content. Language learners should follow three models of curriculum design: subject-centered, learner-centered, and problem-centered design.

The Distribution of the Tasks on project work are given: Creating and designing a course manual on the theme: Politics and politicians in the world, Economy and business, Culture and Sport, Migration and globalization, Climate and Environmental Psychology, Youth and opportunity, English as international language, English for 21st century skills. ICT in language teaching, English for Tourism and hospitality marketing, Medicine and medical supplies, Psychological factors in language learning, Banking and financial services.

Table 2. Detail Projects of ESP Course

Time	Task	Detail
Month: October	Doing need analysis.	The students were asked to interview/ observe/give questionnaire to other students in other study program like <i>economy, mathematics</i> , etc., in order to get the information of the students' need towards English. The result of the interview/observation/ questionnaire were analyzed to know the need of the students.
Month: November	Designing Syllabus	The syllabus were designed based on the results of need analysis. The syllabus was made in a simple form, which consist of language focus and content focus. Every class produced one syllabus with 10 sub materials, which would be developed further into teaching materials.
Month: December	Designing Course book	The syllabus was developed into materials of ESP. The course books should cover language skills, vocabularies, and grammatical features. The materials of one field of study are divided into 10 units, in which every unit was designed by each group.
Month: January	Final Process	The students designs the book cover, table of content, acknowledgement, reference, and the book template of compiled unit from units from unit 1 until 10. In the final process, the students will result on one course book of ESP for particular field, in the form of hard and soft copy.

Conclusion. Specifically, in teaching English for Specific Purposes (ESP), textbooks play a significant role in enhancing students' learning of specialized English skills and using such skills to address occupational needs. Thus, the use of cognitive study materials corroborates learner motivation and, consequently, promotes independent studying, self-assessment and learner responsibility.

Analyzing and using some ESP textbooks and manuals in teaching process, we, as teachers have realized that the textbook, manuals provide some examples to support the activities, important proved factors, essential topics and vocabulary to study and translate. Additionally, the sequencing of content on the basis of complexity and the suitability of topics are not different from what students expected. The students' responses on the questionnaire items imply the need for paying attention to weaknesses. Besides, encouraging students to become independent learners has been overlooked.

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EXPLORING THE ROLE OF AUTHENTIC TEXTS IN ESL

M. Alimbetova¹*Abstract:*

This article examines the distinction between authentic texts (ATs) and pedagogical texts in the context of second language (L2) instruction, within the framework of Communicative Language Teaching (CLT). Pedagogical texts, designed specifically for L2 learners, are often critiqued for their failure to represent real-life language use. In contrast, ATs are created for genuine communicative purposes and exhibit natural language use. The article explores the key difference between "language usage" and "language use," and discusses how pedagogical texts often focus on teaching formal language structures, whereas ATs emphasize real communicative interactions. It also highlights the importance of socio-cultural contexts in defining the authenticity of texts. The study concludes that authentic texts are those written to achieve specific communicative intentions within a community, rather than being exclusively produced for language learning purposes.

Key words: Authentic texts (ATs), pedagogical texts, Communicative Language Teaching (CLT), second language (L2) instruction, language usage vs. language use, socio-cultural context, real-life language.

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The Communicative Language Teaching (CLT) approach, which emerged in the 1970s, emphasized the importance of teaching language as used in real-life communication. This led to a critical examination of whether the language presented in second language (L2) textbooks could be considered authentic [13]. Traditionally, the texts found in L2 textbooks, designed specifically for language learners, were referred to by various terms such as "contrived texts" [1], "invented texts" [5], "doctored texts" [4], and "pedagogical texts" [14]. In this context, we will adopt the term "pedagogical texts" [14].

The language used in pedagogical texts is often criticized for not truly representing real-life language use. A key distinction between pedagogical texts and authentic texts (ATs) lies in the concepts of "language usage" and "language use". According to Widdowson, "language usage" refers to a learner's understanding of the formal structures of a language, while "language use" refers to how these structures are applied in real communicative situations [13]. Pedagogical texts typically focus on teaching language usage through controlled examples, whereas ATs emphasize language use in natural communication.

For example, in pedagogical texts, certain linguistic forms may appear with unnaturally high frequency, especially in textbooks that follow a graded structure. These texts are designed to introduce new language elements while reinforcing previously learned ones, often at the expense of natural communication. Furthermore, many pedagogical texts employ contrived dialogues that lack the spontaneity and features common in real-life exchanges, such as repetition, redundancy, and pragmatic nuances.

In contrast, ATs are created with the primary purpose of conveying a message to a real audience. When composing ATs, writers prioritize clarity and efficiency in communication, selecting language devices that suit the context and audience [13].

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Morrow provided one of the most widely accepted definitions of ATs, describing them as stretches of language produced by real speakers or writers for real audiences, with the goal of communicating a genuine message [8]. This definition emphasizes the role of ATs in conveying meaning rather than serving as instructional tools. However, Pinner raised the question of what constitutes "real" in Morrow's definition, as language produced by native speakers is traditionally considered more authentic [9].

The debate over whether only texts produced by native speakers should be considered authentic has been influenced by the view of English as a lingua franca, although this discussion primarily focuses on L2 speaking rather than reading. Within the CLT framework, later definitions of ATs have continued to emphasize their communicative nature. For example, Swafar noted that the primary intent of ATs is to communicate meaning, regardless of whether the audience is composed of native speakers or L2 learners. The critical factor is that the text serves a communicative function [15].

Another important perspective comes from Little et al., who highlighted the social function of ATs and their connection to the communities from which they originate [5]. Kramsch, A'Ness, and Lam further expanded this view by asserting that ATs are texts used by native speakers in culturally authentic contexts [4]. This focus on the socio-cultural aspects of language use aligns with the broader trends in L2 teaching that emerged in the 1980s, which increasingly recognized the importance of context in language learning [10].

Through this literature review, authentic texts can be defined as those created to fulfill specific communicative intentions within a community, rather than being exclusively for L2 teaching purposes.

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INTERACTIVE TEACHING FOREIGN LANGUAGES IN PRIMARY SCHOOL

D. Aliyeva¹, M. Ismatova²

Abstract:

This article explores innovative and effective methods for teaching foreign languages to primary-level children, emphasizing approaches that are engaging, immersive and culturally enriching.

Key words: Immersive learning technique, age- appropriate pedagogy, cognitive development, linguistic diversity and bilingual education.

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In today's globalized world, teaching foreign languages to primary school children is more important than ever. This article explores innovative methods for engaging young learners in language acquisition. It highlights the significance of play-based learning, storytelling, and cultural immersion in making language lessons both educational and enjoyable. By examining successful strategies, this piece offers valuable insights for educators aiming to foster multilingual skills in young children and the ability to communicate in more than one language is a valuable skill. Early childhood is a critical period for language acquisition, making primary school the ideal time to introduce foreign language education.

Numerous scientific studies of work in primary schools show that younger schoolchildren do not have a conscious internal need to learn a foreign language. But they have a natural interest, curiosity for everything new and unknown. Therefore, the goal of teaching a foreign language in primary school is not only to maintain this interest, but also to further increase the motivation of children to learn foreign languages. School is a special place where classes are conducted that ensure the active participation of each student in the lesson, increase the authority of knowledge and the individual responsibility of schoolchildren for the results of educational work. These tasks can be successfully solved through the technology of game forms of learning. V.P. Bespalko noted that "play is of great importance in a child's life, it has the same meaning as an adult's activity, work, service. The game only seems carefree and easy on the surface. But in fact, she imperiously demands that the player give her the maximum of his energy, intelligence, endurance, and independence." [1]

Games contribute to the implementation of such methodological tasks as:

- creating children's psychological readiness for verbal communication;
- ensuring the natural need for them to repeat linguistic material many times;
- training students in choosing the right speech option, which is preparation for situational spontaneity of speech in general.

The game serves as a means of teaching language, developing students' speech skills and abilities. M.N. Skatkin noted that the specificity of the game lies in the fact that "learning tasks are not presented to the child explicitly, but are disguised. While playing, the child does not set a learning task, but as a result of the game he learns something." [3]

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Students at this level are just starting their academic careers. School may be intimidating for some of the students in your class so, in order to encourage everyone to participate, it is important to make your lessons relaxed and fun. Students will be learning very basic material but teachers can design creative lessons that get students moving around and speaking with one another. Young learners are generally very enthusiastic about songs, especially if they can sing along, and active games. Teachers should create a safe, stress-free environment that everyone can enjoy learning in. [2]

Keeping exercises fun and short can be a helpful tool because these students have short attention spans and are easily distracted. Overacting and projection will help keep the focus on lessons. Teaching students how to behave in a classroom by asking them to be quiet while they are talking and asking to raise their hands if they have questions or want to answer a question. This may not be directly related to ESL but it is important that students learn good behavior early on; it will make their transition to primary school easier. Teachers can teach them to respond to basic classroom English phrases such as “Please sit down.” because these are expressions that they will hear repeatedly throughout their study of English. For students at this age, teachers are responsible not only for starting to teach them English, but also for preparing them for their next level of education. Students will perform better in their classes if they behave well and have a good understanding of basic principles.

Teacher should consider following 10 things if you're serious about teaching kids English:

1. If you want to teach kids English because you think it's easy, then this is not the job for you. Teaching children demands a great deal of creativity and energy. Kids will always keep you on your toes! They will amaze you and surprise you, but don't think that just because you'll be teaching colors and animals, it'll be a breeze. You'll most likely feel exhausted after every class, but so happy!

2. A little preparation goes a long way

Never make the mistake of showing up for class with little or no ideas, and thinking that you'll figure it out as you go along. Preparation is essential, mostly because you'll need to gather lots of teaching materials. Seasoned teachers may be able to improvise an entire lesson with only a whiteboard and some markers, but why risk having a class that turns out to be a hellish nightmare? You can plan an entire week of lessons or a full month, but make sure you have a lesson plan for every class.

3. Try to cater to multiple intelligences

Young ESL students have strengths and weaknesses and the best way to take advantage of their strengths and help them learn effectively is to cater to their learning styles or multiples intelligences, namely Visual – Spatial, Logical – Mathematical, Bodily – Kinesthetic, Musical – Rhythmic, Intra-Personal, Inter-Personal, Naturalist, and Spiritual. How can we accomplish this?

Let's see some examples:

- For musical – rhythmic intelligence learners, teach an ESL element with a song, like Rock Around the Clock for telling time.

- For bodily – kinesthetic intelligence learners, teach body parts with a game of Simon Says, or sing Head, Shoulders, Knees, and Toes. For visual – spatial intelligence learners, use maps, charts, and all types of visual aids. Teach them the different types of stores and locations they may find around town with a big map-like board game, and have them “visit” the different locations by throwing the dice.

4. Don't let them get bored

If children are bored they won't pay attention, and they won't learn. You don't have to clown around all the time, either; they're in class to learn, not to be entertained by you. Your job is to make learning engaging and fun. Here are some ways to do this:

- Once they've been sitting and focused on a task for a while, get them out of their seats for a more active game. They should never remain seated for the duration of the class, unless they're teens.

- Use realia, or real life objects in class. No matter how colorful or big, students sometimes get tired of learning everything through flashcards.

5. Mix it up

ESL classes may include singing, dancing, and jumping, as well as writing, reading, or listening. The best ESL lessons combine the right mix of teaching strategies. You may begin class with a short song, then move on to a reading exercise. The best rule of thumb is to switch between quiet, independent tasks to those that require action and movement.

6. Be prepared to deal with parents

Unlike teaching adult students, when you teach the little ones you have to interact with their parents as well.

These must be informed about:

- Your goals, i.e., what you hope to accomplish throughout the year
- The children's learning goals, i.e., the syllabus for the school year
- Their children's progress, i.e., if they have achieved their learning goals satisfactorily

It is also recommended to encourage parents' active participation in their children's English learning. Even if they don't speak English themselves, they should be encouraged to ask the kids what they've learned, share songs, etc.

7. Gather an arsenal of materials

When you teach children English it is essential to have a box of materials that can be adaptable to any game or activity.

8. Remember it's not all about the games

Each game or activity you propose should target a specific learning goal or ESL element. It's not about coming to class to play. ESL games are highly effective teaching strategies as long as you know how to fully utilize their potential.

9. Teach in context

Lessons should be planned in accordance with learning goals. And vocabulary, grammar, and language should be taught in context. For example, when teaching children foods in English, it should be within a meal context like breakfast, lunch or dinner, and should never be a list of items they must study or memorize.

10. Keep them motivated

As kids get older and reach their pre-teen years, some ESL games and activities may not interest them as much as they did in the past. Find out what does interest them. What kind of music do they like? What do they enjoy reading? What sports do they play? Which sports stars do they admire? The moments shared with your young learners will far outweigh any of the difficulties or disadvantages commonly associated to teaching children.

It is clear that incorporating diverse teaching methods is crucial for success in teaching foreign languages at the primary level. By focusing on immersive, interactive, and culturally rich experiences, educators can ignite curiosity and foster a lifelong love for languages in young learners. Whether through storytelling, music, or play, the steps taken in the classroom today lay the foundation for multilingual and culturally aware individuals of tomorrow. With these strategies, we can make language learning an exciting adventure for every child.

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PSYCHOLOGICAL ISSUES OF LEARNING FOREIGN LANGUAGES

N. Aliyeva ¹*Abstract:*

This article explores the psychological challenges encountered in learning a foreign language, which adversely affect the educational process. It focuses on the heightened anxiety that students often experience during foreign language classes and offers an in-depth discussion of various approaches to defining the concept of anxiety. Additionally, the study evaluates the use of theatrical play as an effective tool for alleviating anxiety in speaking situations and as a method for addressing psychological barriers in foreign language acquisition. The significance of this research stems from the limited exploration of theatrical play as a pedagogical innovation in foreign language education.

Key words: anxiety, psychological challenges, barriers, theatrical play, foreign language.

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In today's world, effective communication in a foreign language has become increasingly important due to global integration processes. The adoption of innovative teaching methods and modern approaches to foreign language instruction plays a crucial role in shaping an individual's linguistic identity, fostering cultural enrichment through interactions with people from other nations, and expanding international relations for our country. The primary aim of foreign language education is to cultivate communicative competence and strengthen proficiency in the language being studied. Nevertheless, not all students manage to achieve effortless fluency in a foreign language. Despite having a solid grasp of vocabulary and grammar, many students encounter psychological barriers during real-life communication, which can hinder their learning progress.

Among these psychological barriers are issues such as anxiety, fear of making mistakes, and lack of self-confidence.

This article will explore anxiety as a key psychological hurdle that significantly impedes effective foreign language acquisition. Researchers such as V.M. Astapov, V.R. Kislovskaya, E.V. Novikova, and A.M. Prikhozhin have studied anxiety in psychology, while E. Horwitz has specifically addressed language anxiety.

In both domestic and international psychology, the terms "anxiety" and "worry" are differentiated. Sigmund Freud (1926) introduced the concept of worry, distinguishing between specific fear (Furcht) and more diffuse, deep-seated anxiety (Angst), which he viewed as an internal, often overwhelming feeling. Freud suggested that anxiety evokes a sense of helplessness and represents a state of tension, making it one of the most unpleasant emotions.

Various definitions of anxiety exist in psychological literature. A.M. Prikhoshin defines anxiety as "the experience of emotional discomfort linked to the anticipation of misfortune or impending danger." According to A.V. Petrovsky, anxiety is "an individual's predisposition to experience worry, characterized by a low threshold for triggering anxiety reactions; it is a key parameter in individual differences. Anxiety tends to increase in cases of neuropsychological disorders, severe somatic diseases, and in healthy individuals following psychological trauma, manifesting in various forms of personal distress." I.F. Arshav

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describes anxiety as an unstable emotional state marked by varying degrees of fear. E. Horwitz, specifically addressing language anxiety, describes it as "a unique amalgamation of self-perception, beliefs, emotions, and behavioral responses directly related to the foreign language learning process, shaped by the distinct nature of this endeavor."

Two forms of anxiety are commonly identified: situational anxiety, which arises from specific external circumstances, and trait anxiety, which is a stable personality characteristic. Trait anxiety manifests as chronic nervousness and emotional instability, while situational anxiety surfaces during particular events, such as exams or public speaking. In the context of language learning, anxiety often triggers emotional tension, particularly in situations where learners are required to use the foreign language.

The root causes of difficulties in mastering a foreign language and the emergence of language anxiety may include low self-esteem, feelings of helplessness, fear of negative evaluation, and insufficient motivation.

A staged play involves participants engaging in imagined yet realistic scenarios, serving as a dynamic learning tool where individuals develop internal representations of specific situations and then interact within the context of the roles they have adopted. Learning occurs through sensory-rich experiences as students immerse themselves fully in the scenes. Each player selects a role in a given situation, visualizing the setting, objects, and actions from their character's perspective. In this process, all senses are engaged—space, time, smells, objects, and actions are perceived through the lens of the role. These sensory inputs evoke particular memories, emotions, thoughts, and imaginative responses.

A key aspect of staged play, especially when interpreting artistic texts, lies in embodying the characters with authenticity. Effective role-playing requires sensitivity and the capacity to fully immerse in the character, stepping out of one's own reality to adopt the perspectives and experiences of others. Through role embodiment, participants recreate life stories, situations, and both external and internal dimensions of human behavior. This practice allows them to relive forgotten emotions and experiences buried in the subconscious. By adopting different roles, students explore diverse social positions, professions, statuses, and family dynamics, which broadens their understanding of life and fosters a deep comprehension of various life situations.

In our view, staged play represents a highly promising method for alleviating anxiety related to speaking, unlocking students' latent potential, and fostering personal self-expression during the process of learning a foreign language. This approach cultivates an interactive atmosphere and promotes emotionally engaging communication among students. Incorporating staged play into foreign language instruction empowers students to articulate their thoughts and emotions more freely, significantly reducing anxiety and emotional tension. It also aids in overcoming communicative barriers while boosting motivation for language learning. By employing this method, students not only experience positive emotions but also develop essential creative, communicative, and intercultural competencies. These competencies are crucial for shaping social communication skills and nurturing a well-rounded individual capable of meaningful interaction in a culturally diverse world.

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DERIVATION OF LEXICAL UNITS RELATED TO FOLK MEDICINE IN ENGLISH AND UZBEK LANGUAGES

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Abstract:

This paper delves into the intricate relationship between language and culture by examining the derivation of lexical units related to folk medicine in English and Uzbek languages. By analyzing morphological processes, etymological origins, and cultural influences, we explore how these two languages have developed distinct yet interconnected vocabularies to describe traditional healing practices. Through a comparative analysis, we identify similarities and differences in the formation and usage of folk medicine terms, shedding light on the cultural and historical contexts that shape linguistic expression. This research contributes to a deeper understanding of the linguistic and cultural diversity embedded within folk medicine practices.

Key words: similarities and differences, formation and usage of folk medicine, building blocks.

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Introduction

Language, as a dynamic and ever-evolving system, reflects the cultural, historical, and social aspects of a society. Lexical units, the building blocks of language, are particularly sensitive to cultural and historical influences. This paper explores the derivation of lexical units related to folk medicine in English and Uzbek languages, two languages with distinct linguistic and cultural backgrounds.

Theoretical Framework: To understand the derivation of lexical units, it is essential to consider the following theoretical frameworks. (Paul Bogards, 2021)

1. **Morphology:** This branch of linguistics studies the structure of words, including the formation of words through affixation (prefixes, suffixes), compounding, and conversion.
2. **Etymology:** This field examines the origin and historical development of words.
3. **Cultural Linguistics:** This interdisciplinary field explores the relationship between language and culture.

Derivation of Folk Medicine Terms in English

English, as a Germanic language, has a rich history of word formation through various morphological processes. Many terms related to folk medicine are derived from Old English, Latin, and Greek roots. For instance:

- **Herbalism:** Derived from the Latin word "herba" meaning "herb."
- **Homeopathy:** A compound word combining "homeo-" (similar) and "pathos" (suffering).
- **Acupuncture:** A loanword from Chinese, reflecting the influence of Eastern medicine on Western practices.
- **Herbal remedy:** A compound term combining "herbal" and "remedy."
- **Homeopathic:** An adjective derived from "homeopathy."
- **Aromatherapy:** A compound word combining "aroma" and "therapy."
- **Folk medicine:** A compound term combining "folk" and "medicine."

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- Natural remedy: A compound term combining "natural" and "remedy."

Derivation of Folk Medicine Terms in Uzbek

Uzbek, a Turkic language, has its own unique system of word formation. Many terms related to folk medicine are derived from Turkic roots, often through affixation and compounding. For example:

- O't-o'lan: A compound word meaning "herb-medicine," combining two root words.
- Qizilmiya: A compound word meaning "red herb," referring to a specific medicinal plant.
- Dorivor o'simlik: A compound phrase meaning "medicinal plant," combining two nouns.
- O'simlik davosi: A compound phrase meaning "plant medicine."
- Tabiblik: A noun referring to the practice of traditional medicine.
- Hilm: A noun referring to a specific medicinal plant.
- Qizilmiya choyi: A compound phrase meaning "red herb tea."
- Asal davosi: A compound phrase meaning "honey therapy."

Comparative Analysis

A comparative analysis of English and Uzbek folk medicine terms reveals interesting similarities and differences:

- Borrowing: Both languages have borrowed terms from other languages, particularly from Latin and Arabic in the case of English, and Persian and Arabic in the case of Uzbek.
- Compounding: Both languages employ compounding to create new terms, often combining two or more root words.
- Affixation: Both languages use affixes, such as prefixes and suffixes, to derive new words from existing ones.
- Cultural Influences: The cultural and historical context of each language has shaped the development of folk medicine terminology. For example, the influence of traditional Islamic medicine is evident in both languages.

Conclusion

The derivation of lexical units related to folk medicine in English and Uzbek languages is a complex process influenced by various factors, including historical, cultural, and linguistic factors. By understanding these processes, we can gain valuable insights into the cultural and linguistic identities of these two nations. Further research in this area could explore the semantic and pragmatic aspects of folk medicine terminology, as well as the impact of globalization on the evolution of these terms.

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GAMIFICATION IN ESL/EFL CLASSROOMS: USING GAME-BASED LEARNING PLATFORMS SUCH AS KAHOOT AND QUIZLET TO MOTIVATE STUDENTS AND IMPROVE LANGUAGE SKILLS

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Abstract:

Gamification in ESL/EFL classrooms has emerged as a powerful approach to boost student motivation and engagement while enhancing language skills. Game-based learning platforms, such as Kahoot and Quizlet, provide interactive and enjoyable opportunities for students to practice vocabulary, grammar, listening, and reading in a dynamic, competitive environment. This article examines the impact of using these tools on language acquisition, focusing on student motivation, participation, and performance. By integrating elements of gamification, educators can transform traditional language exercises into immersive activities that foster enthusiasm and improve retention, leading to more effective language learning outcomes.

Key words: gamification, ESL, EFL, game-based learning, Kahoot, Quizlet, language skills, student motivation, engagement, vocabulary acquisition.

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Gamification has been increasingly adopted in education and even more so in ESL (English as a Second Language) and EFL (English as a Foreign Language) classes. For instance, adaptable learning games like Kahoot, and Quizlet help teachers create a more enjoyable and motivating environment that improves learners' language skills and proficiency.

What is Gamification?

The term gamification refers to the incorporation of game-design concepts into spaces that are not necessarily game-playing with the aim of increasing the level of engagement and attention of users. This can mean implementing a points system, awarding badges, creating levels and assigning tasks to make students more participative. Gamification is that it makes learning a language fun and useful at the same time. For instance, the learners will not simply be required to learn vocabulary like in the traditional system, but will instead take part in active operational procedures that will assist in the learning of the language.

Exploring How Kahoot is Used in Education.

Kahoot is a widely known quiz-based application that enables its users, especially teachers, to develop engaging quizzes for active participation of students through their gadgets.

- Instant feedback: According to the designers of Kahoot, competitive learning is a beneficial type of learning because it enables learners to understand their strengths and weaknesses in record time enhancing adaptive learning.

- Teamwork: The very design of Kahoot promotes interaction among participants who compete in games. Such an environment builds a community and familial love, encouraging students to be at ease with language learning and boosting their self-confidence.

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Adjustable Material: Educators have the flexibility to create quizzes emphasizing distinct language abilities, terminologies, or grammatical aspects that fit their teaching schedule, which helps to keep the content within the limits of curriculum objectives.

Using Quizlet for Learning Purposes

Quizlet is a multi-functional tool that is useful for improving one's vocabulary and even grammar because it involves flashcards, games, quizzes and even more other activities.

- **Different Learning Modes:** Quizlet includes different learning approaches, starting from flashcards to very interesting games like "Match" and "Gravity". This has helped students in learning even the challenging aspects of language with ease.

- **Assessing Progress:** The application allows the teachers to assess student performance at any given moment. This assures them of implementing differentiated instruction where in this case they are able to effectively assist the students as per their needs.

- **Study Sets:** Both teachers and learners are able to design appropriate study sets that contain new words, grammar or aspects that they wish to concentrate on in order to achieve specific targets.

Advantages of Gamification in the Context of Language Learning

1. **Motivation Boost:** The introduction of game features turns the learning style into a less fearsome and a more attractive one, making the students willing and actively participating.

2. **Improved Retention:** Interventions such as Kahoot and Quizlet employed in classes help students to interact and actively participate in the lesson, which contributes to the content retention better than passive learning techniques.

3. **Improving Interaction Capabilities:** In most cases, gamification ensures teamwork which helps in developing the interpersonal communication skills of the students as well as giving them a chance to practice talking and listening in real situations.

4. **Promotion of Healthy Competition:** Competition can be an exceptional way of encouraging the learners to work towards their goals for instance through achievements and results, which heightens the interest and performance.

Implementing Gamification Strategies

- **Establishing Well Defined Learning Outcomes:** This is the most important step in which the instructor should outline the general and specific language related skills to be achieved through gamified actions. This makes it very clear to learners why each activity is conducted.

- **Provide Options, Enrichment And Different Choices:** In view of Febriadi et al., adopting various types of games and different platforms is effective since learners' styles vary. This is to prevent boredom in the lessons and to encourage active participation from the onset to the end.

- **Promote Metacognitive Processes:** In this case, the emphasis is on encouraging reflection upon the participants of gamified sessions. Such pause is important for reinforcing results of participants' gamified sessions and demonstrating the purpose of designed game activities in learning a foreign language.

- **Include Students in Gaming:** Allowing students access to or ask them to design their own quizzes or study sets enhances their involvement and ownership of the process.

- **Maintain Content Regularly:** To maintain the interest of students one should make regular modifications to the quizzes and flashcards used in teaching.

In conclusion, the use of games in the classroom, which is possible through platforms such as Kahoot and Quizlet, can significantly improve the ESL/EFL class experience. It is possible to motivate students and develop their language skills by engaging them in activities helping the instructor make the environment more pleasing, effective and moving. This new technique does not only ease the process of learning a language, it also builds the confidence of learners and their verbal self-expression as well.

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АНАЛИЗ АВТОРСКИХ ПЕДАГОГИЧЕСКИХ ТЕХНОЛОГИЙ В УЗБЕКИСТАНЕ

*Д. Алимджанова¹**Аннотация:*

В настоящее время интерес к инновациям в образовании не иссякает, а только нарастает. Современное образование в Узбекистане сталкивается с необходимостью постоянного обновления методов обучения и использования инновационных подходов в педагогической практике. Одним из ключевых аспектов является разработка и применение авторских технологий на занятиях по педагогическим дисциплинам. В этой связи в статье рассматривается теоретический анализ ключевых понятий «инновационные технологии», «авторские педагогические инновации» в Республике Узбекистан.

Ключевые слова: инновационные технологии, авторские технологии, образовательный процесс.

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Введение. В современном мире образование играет ключевую роль в формировании будущего нации. В Узбекистане правительство уделяет особое внимание развитию образования и внедрению инновационных педагогических технологий. Авторские педагогические технологии становятся все более популярными среди преподавателей и специалистов в области образования. Педагогические технологии авторства в Узбекистане переживают период активного развития и инноваций. С одной стороны, наблюдается стремление к модернизации образовательного процесса, с другой стороны, существуют определенные вызовы, связанные с недостатком ресурсов, традиционными подходами к обучению и другими факторами.

Современное образование в Узбекистане сталкивается с необходимостью постоянного обновления методов обучения и использования инновационных подходов в педагогической практике. Одним из ключевых аспектов является разработка и применение авторских технологий на занятиях по педагогическим дисциплинам. Это позволяет повысить эффективность образовательного процесса и соответствовать современным требованиям качества образования.

В Узбекистане авторские педагогические технологии активно внедряются в школьное и высшее образование. Преподаватели разрабатывают собственные методики обучения, учитывая специфику учебной группы, индивидуальные особенности учащихся и современные требования к образованию. Это позволяет создавать уникальные образовательные программы, адаптированные под конкретные потребности студентов. Авторские технологии в области педагогики представляют собой инновационные методики, разработанные педагогами на основе личного опыта, исследований и анализа современных тенденций в образовании. Они позволяют персонализировать образовательный процесс, учитывая индивидуальные особенности студентов и создавая комфортные условия для усвоения знаний.

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Обзор литературы. Авторские педагогические технологии представляют собой специальные методики и подходы, разработанные отдельными педагогами или образовательными учреждениями. Они направлены на повышение эффективности образовательного процесса, развитие критического мышления, творческого подхода к обучению и формирование ключевых компетенций учащихся.

В Республике Узбекистан в этом направлении работали такие учёные и методисты как: Х.И.Ибрагимов, Ш.А.Абдуллаева, У.К.Талипов, Н.А.Муслимов Т.У.Зиёдова, М.К. Шаймардонов; Р. А. Мавлонова, К. Касимова, К. Абдуллаева, М.Е. Джумаев, Х.Гуломова, Ш. Юлдашева, Г. Боймурадова, С. Усманов, М.И. Тошпулатова, У.А.Машарипова, Э.Э. Азмиева, Ф.Р. Жумаева изучали вопросы совершенствования методической подготовки будущих учителей.

В работах известных узбекских исследователей (Н.Азизходжаева, Н.Муслимов, У.Иноят) подобные классификации приведены и рассмотрены как методические системы и концепции.

По мнению Н.Саидахмедова, отличительными чертами педагогической технологии являются:

- универсальность, то есть независимость от контента (информационного наполнения или содержания учебного «предмета»);
- воспроизводимость, то есть независимость от квалификации и личности учителя; от личностей студентов; от богатства или бедности школы;
- тиражируемость, то есть воспроизводимость результатов;
- управляемость образовательного процесса на основе алгоритмизированной системы педагогических процедур;
- системность в выборе компонентов.

Отсутствие хотя бы одного из этих признаков исключает методику из разряда технологий.

Теоретические основы. Одной из основных целей авторских педагогических технологий является развитие творческого мышления учащихся. Педагоги стимулируют учеников к самостоятельной работе, поиску нестандартных решений задач, развитию креативности и инновационного мышления. Это способствует формированию личностной активности и ответственности за свое образование.

Одним из примеров успешной реализации авторских педагогических технологий в Узбекистане является проект "Инновационная школа". В рамках этого проекта педагоги разрабатывают и внедряют собственные образовательные программы, используя современные информационные технологии, интерактивные методики обучения и другие инновационные подходы. Это позволяет создавать условия для развития талантов и способностей каждого ученика, а также повышает мотивацию к обучению.

Характерные черты педагогических технологий авторства в Узбекистане

- Интеграция национальных ценностей: Многие педагогические технологии авторства ориентированы на интеграцию национальных ценностей, традиций и культурного наследия в образовательный процесс.

- Использование информационных технологий: Широкое применение цифровых инструментов и платформ для создания интерактивных учебных материалов и организации дистанционного обучения.

- Ориентация на практическую направленность обучения: Акцент делается на развитии практических навыков и умений учащихся, а также на их подготовке к реальной жизни.

- Индивидуализация обучения: Постепенно внедряются подходы, позволяющие учитывать индивидуальные особенности каждого ученика и создавать для него персонализированные образовательные траектории.

• Межпредметная интеграция: Стремление к объединению знаний из разных учебных дисциплин для формирования целостного мировоззрения у учащихся.

Заключение. Таким образом, авторские педагогические технологии играют важную роль в современной системе образования Узбекистана. Они способствуют повышению качества образования, развитию личности учащихся и формированию конкурентоспособных специалистов. Внедрение инновационных подходов в образовательный процесс является одним из приоритетных направлений развития образования в Узбекистане.

Исследование применения авторских технологий в педагогических дисциплинах демонстрирует значительный потенциал этих инноваций для улучшения качества и эффективности образовательного процесса. Преимущества, такие как индивидуализация обучения, повышение мотивации и вовлеченности студентов, а также развитие критического мышления и творческих способностей, подчеркивают значимость интеграции современных технологий в учебную практику. Однако для достижения успешных результатов необходимо решить ряд проблем, связанных с материально-техническим обеспечением, повышением квалификации педагогов и созданием системы оценки эффективности инноваций.

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DIFFERENTIATION IN READING TASKS: SUPPORTING DIVERSE LEARNERS IN THE CLASSROOM

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Abstract:

In today's diverse classrooms, supporting varied learning needs is critical for effective reading instruction. Differentiation in reading tasks offers a tailored approach that acknowledges each learner's unique abilities, interests, and learning profiles. This article explores strategies to create inclusive reading tasks that engage students with different reading proficiencies, backgrounds, and learning preferences. By analyzing techniques such as flexible grouping, tiered reading activities, and scaffolded supports, we discuss how educators can foster an environment that nurtures each student's growth in reading comprehension, critical thinking, and engagement. Implementing differentiated reading tasks not only meets academic goals but also supports students' confidence and enthusiasm for reading.

Key words: differentiation, reading tasks, diverse learners, inclusive education, scaffolding, flexible grouping, reading comprehension.

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Differentiation is considered to be significant approach to meet the varying needs of students in a single classroom. When applied effectively, differentiation tailors learning experiences to learners' desire, interest, readiness, besides learning profiles. As for reading tasks, this approach let teachers to create an inclusive environment where each student can engage with material suited to their abilities and needs. In the today's various classrooms, where students may be divers in terms of language proficiency, cognitive abilities, and prior knowledge, differentiation is regarded as a one of the key strategy to ensure success for all learners.

Differentiation applied in Reading Classroom

Differentiation is a teaching philosophy based on the premise that learners learn in different ways. According to Tomlinson (2001), differentiated instruction involves varying the content, process, and product of learning to accommodate different learners. In reading, this may mean altering the complexity of the text, offering varying degrees of support, or adjusting the tasks associated with reading. Meaning that with the help of differentiated instruction in reading involves working with various levels that it can be adjusting some of the reading tasks either complex or easy ones. In a classroom with the students of differing abilities, a one-size-fits-all approach to reading can leave some learners overwhelmed and others unchallenged. For instance, advanced learners (C1 level according to CEFR criteria) may finish tasks quickly and disengage, while struggling readers may become frustrated. Differentiation addresses these issues by ensuring that each learner is provided with materials and tasks appropriate to their skill level, promoting engagement and growth for all students.

Differentiating Reading tasks: Strategies for Diverse Students

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There are a number of ways to implement differentiation in reading instruction. These strategies include adjusting the complexity of the text, offering tiered assignments, using flexible groupings and incorporating a variety of response formats.

1. **Adjusting Text Complexity** is considered to be one of the most common methods of differentiation in reading is providing text at varying level of difficulty. For instance, today's lesson is global warming, the teacher can offer several versions of the same article, each written at a different reading level. This allows advanced readers to engage with more complex vocabulary and concepts, while struggling readers can access simplified texts that still convey the key ideas. Leveled readers or texts available through online platforms such as Newsela or ReadWorks provide resources for this type of differentiation. By offering multiple versions of a text, teachers can ensure that all students are working toward the same learning objective, but with materials suited to their reading abilities. This practice fosters inclusion and ensures that every student can participate in class discussions or collaborative projects based on their comprehension of the material.

2. **Tiered Assignments.** Tiered Assignments entails creating tasks that vary in terms of complexity but target the same core learning objectives. For example, after reading a text, advanced learners might be asked to write a detailed analysis of the author's argument and provide textual evidence, while learners with lower proficiency could summarize the key points of the text in simple sentences or complete a graphic organizer that highlights the main ideas. This approach helps to maintain high expectations for all learners while adjusting the level of challenge to suit their current abilities. Research suggests that tiered assignments help students stay engaged and work within their zone of proximal development, as Vygotsky (1978) mentioned.

3. **Flexible Grouping.** Grouping involves according to students' current reading level or skill set can help in differentiating reading tasks. Flexible grouping allows teachers to assign tasks that are appropriately challenging based on student needs. For instance, in a reading comprehension activity, students might work in small groups to discuss the text. More advanced readers could focus on analyzing themes or drawing inferences, while emerging readers might concentrate on identifying main ideas or summarizing paragraphs.

Flexible grouping is not static, and students can shift between groups as their abilities develop. This fluidity ensures that students do not feel stigmatized by their grouping and allows teachers to respond to ongoing assessments of student progress.

4. **Differentiating Responses.** Differentiation can also extend to how students demonstrate their understanding of a text. Instead of requiring all students to write a traditional essay or complete a multiple-choice test, teachers can provide options that cater to different strengths and interests. For example, some students might express their comprehension by creating a storyboard, acting out a scene from the text, or giving an oral presentation. This variety not only engages students but also allows them to demonstrate learning in ways that align with their skills and learning preferences.

As Armstrong (2012) included that offering students choice in how they respond to reading tasks increases motivation and self-efficacy, as students feel more control over their learning process.

Examples of Differentiation in Reading Tasks

To illustrate how differentiation could be applied in reading tasks, some examples are given to implement in the lesson.

- Text Complexity:** The teacher provides the full novel for advanced readers, while struggling readers might be given an abridged version or a chapter summary with simplified language. Alternatively, the teacher might offer an audiobook for auditory learners or English language learners (ELLs) who benefit from hearing the text read aloud.

- Tiered assignments:** Advanced (C1 according to CEFR criteria) students could write a comparative essay on how different characters in the book respond to societal control, while

less proficient readers might be tasked with completing a chart that compares the protagonist's life in the community to their own experiences.

- Flexible Grouping: The class can be divided into small discussion groups, with advanced readers analyzing the book's symbolism, while emerging readers focus on the plot and character relationships.

- Differentiated Responses: learners can select to create a visual representation of the community in *The Giver* rather than writing an essay, develop a short video summarizing the story, or engage in a debate about the ethics of the society depicted in the novel.

The Impact of differentiation on Learning

Research supports the effectiveness of differentiation in reading instruction. According to Reis et al. (2011) that students in differentiated classrooms showed significant improvement in reading comprehension and motivation compared to those in traditional classrooms. The key to successful differentiation lies in ongoing assessment and a flexible approach to instruction. Teachers must continually assess students' needs and adjust tasks accordingly, ensuring that all students are appropriately challenged and supported.

Conclusion

Differentiation in terms of reading tasks is regarded as essential for addressing the various needs of learning in current classroom. By adjusting text complexity, offering tiered assignments, using flexible grouping, and providing varied response options, teachers can create a learning environment where all students can succeed. Through thoughtful planning and ongoing assessment, teachers can ensure that every student, regardless of their reading ability, is engaged, challenged, and supported in their literacy development. By embracing differentiation, educators can promote equity in the classroom, offering all learners the opportunity to develop their reading skills and foster a lifelong love for literature.

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АВТОРСКИЕ ПЕДАГОГИЧЕСКИЕ ТЕХНОЛОГИИ В ПРЕПОДАВАНИИ МЕДИЦИНЫ НА АНГЛИЙСКОМ ЯЗЫКЕ ИНОСТРАННЫМ СТУДЕНТАМ ИЗ ИНДИИ

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Аннотация:

Глобализация образования привела к увеличению числа иностранных студентов, получающих медицинское образование в различных странах. В данной статье исследуется применение авторских педагогических технологий в преподавании медицины, особенно ориентированных на индийских студентов. Эти инновационные методы обучения не только расширяют возможности обучения, но и устраняют культурные различия, способствуя лучшему пониманию и сохранению медицинских знаний. В исследовании обсуждаются различные авторские подходы, их эффективность и практическое значение в медицинской учебной программе.

Ключевые слова: инновационные технологии, авторские технологии, образовательный процесс.

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Введение

Авторские педагогические технологии включают в себя комплекс методов обучения, разработанных педагогами для поддержки эффективного обучения. Эти технологии включают инновационные педагогические стратегии, разработку учебных программ и методы оценки, адаптированные к потребностям конкретных групп учащихся. Основная цель этих технологий — способствовать активному обучению, критическому мышлению и практическим навыкам среди студентов-медиков.

Одной из ключевых задач преподавания медицины на английском языке для студентов из Индии является создание комфортной образовательной среды, способствующей эффективному усвоению новой информации. Для достижения этой цели необходимо использовать разнообразные методики, учитывающие специфику языкового и культурного фона студентов. Важным элементом такого подхода является интеграция медицинских знаний с английским языком, что позволяет студентам не только углубить свои профессиональные знания, но и совершенствовать навыки владения иностранным языком.

Актуальность для индийских студентов

Индийские студенты приносят в медицинское образование уникальный набор культурных взглядов и ожиданий от обучения. Понимание и учет этих различий имеет решающее значение для преподавателей. Авторские педагогические технологии могут быть особенно полезными, поскольку они позволяют интегрировать местные знания и практики в учебную программу, делая обучение более информативным и значимым.

1. Контекстуализация учебных материалов

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Одним из наиболее значимых аспектов авторских педагогических технологий является контекстуализация учебного материала. Включая тематические исследования, примеры и ссылки, относящиеся к индийской системе здравоохранения, преподаватели могут повысить актуальность содержания. Такой подход не только помогает студентам понять сложные медицинские концепции, но и готовит их к медицинской практике в своей стране.

2. Интерактивная среда обучения

Интерактивная среда обучения, созданная на основе авторских педагогических технологий, способствует вовлечению и сотрудничеству между студентами. Такие методы, как проблемное обучение (PBL), командное обучение (TBL) и обучение на основе моделирования, могут обеспечить практический опыт, соединяющий теоретические знания с практическим применением. Для индийских студентов, которые часто преуспевают в условиях сотрудничества, такие методы могут улучшить результаты обучения и способствовать командной работе.

3. Обучение с учетом культурных особенностей

Преподавание с учетом культурных особенностей признает и уважает различное происхождение учащихся. Авторские педагогические технологии могут быть интегрированы для разработки учебной программы, отражающей ценности и опыт индийских студентов. Такая инклюзивность не только повышает моральный дух студентов, но и создает благоприятную атмосферу обучения, необходимую для эффективного медицинского образования.

Внедрение авторских педагогических технологий

Одной из авторских педагогических технологий, успешно используемых в преподавании медицины на английском языке для студентов из Индии, является метод случайных клинических ситуаций. Этот метод предполагает создание реалистичных клинических сценариев на английском языке, в рамках которых студенты имеют возможность применить свои знания и умения на практике. Такой подход не только способствует активизации учебного процесса, но и помогает студентам развивать навыки общения на английском языке в профессиональной сфере.

Для эффективного внедрения авторских педагогических технологий в медицинское образование индийских студентов преподаватели могут следовать нескольким стратегиям:

1. Разработка учебной программы: Сотрудничайте с индийскими педагогами и медицинскими работниками для разработки учебной программы, учитывающей конкретные потребности и сценарии, встречающиеся в Индии.

2. Обучение преподавателей: Обеспечить обучение и ресурсы для преподавателей по культурной компетентности и эффективному использованию авторских педагогических технологий.

3. Механизмы обратной связи. Создайте последовательные системы обратной связи для оценки эффективности применяемых методологий и внесения необходимых корректировок.

4. Вовлечение сообщества: Поощряйте студентов участвовать в общественных инициативах в области здравоохранения, которые связывают их обучение с реальной медицинской практикой в различных условиях.

Преподавание медицины для иностранных студентов из Индии на английском языке требует использования специализированных педагогических технологий. Вот несколько ключевых подходов:

1. Коммуникативный подход: Основное внимание уделяется развитию навыков общения на английском языке, что особенно важно для будущих врачей. Использование учебников и пособий, таких как "English for Medical Purposes" и

“Medical English”, помогает студентам овладеть профессиональной лексикой и коммуникативными навыками.

2. Кроме того, важным элементом авторских педагогических технологий является использование интерактивных образовательных ресурсов, таких как мультимедийные презентации, виртуальные лаборатории и онлайн-курсы. Это позволяет студентам из Индии получать доступ к актуальной информации на английском языке и развивать свои навыки самостоятельной работы и исследовательской деятельности.

3. Проектная деятельность: Студенты работают над собственными проектами, что помогает им применять языковые и профессиональные знания на практике. Это может включать разработку медицинских кейсов, проведение исследований и презентацию результатов.

4. Когнитивная лингвистика и функционально-коммуникативная методика: Эти подходы помогают систематизировать и методически интерпретировать языковой и речевой материал, необходимый для профессиональной деятельности.

Эти технологии и методы помогают иностранным студентам не только овладеть медицинской терминологией, но и адаптироваться к культурным и профессиональным особенностям работы в англоязычной среде.

Заключение.

Таким образом, авторские педагогические технологии играют важную роль в преподавании медицины на английском языке для студентов из Индии, способствуя эффективному усвоению учебного материала и развитию профессиональных навыков. Развитие и использование инновационных методик позволяет создать благоприятные условия для обучения и повысить качество подготовки будущих врачей из Индии.

Интеграция авторских педагогических технологий в медицинское образование представляет собой ценную возможность улучшить опыт обучения индийских студентов, обучающихся за рубежом. Создавая более интересную, актуальную и учитывающую культурные особенности образовательную среду, преподаватели могут лучше подготовить студентов к будущей клинической практике. Поскольку медицинское образование продолжает развиваться, использование инновационных педагогических подходов будет иметь решающее значение для подготовки компетентных, сострадательных и культурно осведомленных медицинских работников.

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ЭФФЕКТИВНЫЕ СРЕДСТВА ФОРМИРОВАНИЯ ЭМОЦИОНАЛЬНОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ ЯЗЫКОВОГО ВУЗА

Ю. Землянкина ¹

Аннотация:

В статье обсуждается эмпатия и ее сущность в когнитивном, аффективном и поведенческих планах. Предлагается трехкомпонентная модель формирования эмпатической компетенции и примеры заданий для реализации модели.

Ключевые слова: эмпатия, социально-эмоциональная компетенция, аффективный компонент, модель, задания.

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Проблеме гуманизации образования посвящено множество научных исследований. Ряд ученых [1, 2, 4] считают, что социально-эмоциональная компетентность учителей является важной предпосылкой для качественного и успешного взаимодействия учителя и ученика, а также положительно влияет на результаты обучения.

Один из центральных компонентов социально-эмоциональной компетенции педагогов – эмпатия. Термин «эмпатия» имеет определения, отличающиеся неоднозначностью и расхождениями среди философов, нейробиологов, социологов, медиков и педагогов. Чаще всего под эмпатией понимают способность сопереживать другому человеку, переживать его психологическое состояние, проецируя себя на другого, чтобы понять, что он думает и чувствует [1, 2, 4]. Что на наш взгляд является неотъемлемой составляющей профессиональных обязанностей каждого преподавателя в рамках образовательных стандартов и в особенности учителя иностранного языка. Эмпатия также является ключевым звеном как в коммуникативной, так и межкультурной компетентностях.

Различают три компонента эмпатии: когнитивный – способность воспринимать и декодировать эмоциональное состояние другого; аффективный – подразумевает эмоциональную связь с эмоциональным состоянием другого; поведенческий – действия, предпринимаемые для демонстрации эмпатии, оказание помощи [1, 3, 4].

Считаем рациональной для развития эмпатических навыков будущих учителей иностранного языка модель, которая условно включает три этапа:

1. Теоретический этап, где следует ознакомить студентов с понятием эмпатия, ее компонентами и механизмом сопереживания и т.д. На этом же этапе обсуждаются со студентами значение и роль эмпатии в рамках 1) семьи, 2) учебы, 3) работы, 4) дружбы, 5) межкультурном общении. Студентов можно разделить на пять групп, каждая из которых готовит и презентует свой материал.

2. Знаково-семантический этап: поскольку основным механизмом эмпатии является способность распознавать и понимать чувства и переживания других людей, то очень важно уметь прежде всего идентифицировать и принимать свои собственные эмоции, при этом уметь репрезентировать их как вербальными, так и невербальными символами. Для начала студентам индивидуально предлагается составить список

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(эмоциональный словарь), в котором они записывают все известные им эмоции, разделяя их на две категории: приятные и неприятные. По окончании преподаватель интерпретирует результаты. Студенты, 1) написавшие более 30 слов с большей вероятностью способны передать свои чувства другим, а также быть понятыми другими; 2) около 20-25 слов вполне могут выражать свои чувства различными способами, но нуждаются в практике; 3) количество менее 10 слов указывает на необходимость развития способности выражения своих эмоций. Преобладание положительной или отрицательной колонки, также характеризует личность человека, его менталитет и отношение к жизни.

3. Практический этап: здесь мы предлагаем несколько несложных заданий с использованием иллюстраций (flashcards), видео и аудио материалов, которые направлены на то, чтобы погрузить учеников в реальные ситуации общения и выработать навыки распознавания глубинных чувств и эмоций других (аффективный аспект).

Рассмотрим некоторые задания, которые, на наш взгляд, являются эффективными для реализации предлагаемой трехступенчатой модели.

1. Распознай эмоцию. Для выполнения этого задания предлагается раздаточный материал: 12 карточек с фотографиями детей, выражающих различные эмоции (flashcards); 12 карточек с названиями этих эмоций. Целью этого задания является развитие эмоциональной грамотности: понимать нюансы, определяющие каждое эмоциональное состояние, а также уметь читать сигналы лица и тела, указывающие на эти чувства. Чем больше конкретных слов участники могут использовать для описания тех или иных чувств, тем лучше они подготовлены к выражению этих чувств во реальной жизни.

Можно предложить и другой вариант этого задания. Студенты делятся на две группы, одной группе раздаются карточки с фотографиями, другой с наименованиями эмоций. В течении 3-5 мин студенты передвигаются по классу и соединяют фотографии с названиями эмоций. Таким образом студенты образуют пары. Далее участникам предлагается сесть и обсудить с друг другом следующие вопросы: В каких ситуациях вы обычно испытываете данную эмоцию/Что вызывает в вас данную эмоцию? Когда в последний раз вы испытывали данную эмоцию? Как обычно вы себя ведете, когда вы испытываете данную эмоцию? Какие ещё существуют способы проявления данной эмоции? Какие невербальные средства для выражения эмоций вы знаете?

2. Обсуждение фильма. Для данного задания мы отобрали 4 короткометражных фильма [5, 6, 7, 8], которые, на наш взгляд, способны затронуть эмоции студентов и помочь отождествить себя с персонажами, которые могут сильно отличаться от них самих, что является прекрасной основой для развития эмпатии.

Изначально студентам демонстрируется отрывок из фильма без звукового сопровождения, после чего они в парах (малых группах) должны угадать сюжет и озвучить историю. Далее студенты снова просматривают видео уже в звуковом сопровождении. Группа чья версия наиболее близка к сценарию фильма объявляется победителем. После второго просмотра студенты в парах/группах дискутируют, выражая свои эмоции и отношение к героям и событиям.

3. Стань героем. Затем студентам предлагается выбрать конкретного героя, «вжиться» в его образ, проанализировать его роль и попытаться ответить на следующие вопросы: «Что руководило мной в данной ситуации? Что предшествовало этому? Что я испытывал(а), поступая таким образом? Какие чувства и эмоции преобладали во мне в данный момент? О чём я думал(а)? Почему я поступил(а) именно так? Что или кто больше всего повлияли на мой выбор/решение? Можно ли было

поступить иначе?» и т.д. После этого студенты находят и обсуждают сходства и различия своих восприятий действий и мотивов героя.

Выбор заданий для развития эмоционального интеллекта, коммуникативных и эмпатических навыков весьма широк и разнообразен. Каждый педагог выбирает то, что наиболее актуально и эффективно для конкретно его целевой аудитории, учитывая ряд социальных факторов: происхождение, возраст, уровень знаний, психологические особенности обучающихся и т.д.

В заключение ещё раз подчеркнем, что эмпатия — это удивительная сила, имеющая значительное влияние на человеческое взаимодействие, позволяющая нам воспринимать и понимать эмоции и переживания друг друга, способствуя глубокой связи и взаимопониманию. В мире, который зачастую разделен различиями, эмпатии служит неким мостом, соединяющим сердца и умы на разных ландшафтах и в разных культурах. Прививая эмпатию в образовательном пространстве, мы закладываем фундамент для формирования более сочувствующего и взаимосвязанного общества.

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КОММУНИКАТИВНАЯ КОМПЕТЕНЦИЯ И СПОСОБЫ ЕЁ ФОРМИРОВАНИЯ*Ш. Таджимова¹**Аннотация:*

Метод проектов всегда ориентирован на самостоятельную деятельность учащихся — индивидуальную, парную, групповую, которую учащиеся выполняют в течение определённого периода времени. Развитие коммуникативной компетенции осуществляется не спонтанно, а через применение специализированных подходов и методов. Определить, какой из методов является наиболее эффективным, сложно, так как это зависит от того, как преподаватель внедряет его в учебный процесс, а также от уровня мотивации и заинтересованности учащихся в данной технологии.

Ключевые слова: обучение правописанию и пунктуации, коммуникативный подход, компетенции.

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Одной из основных задач, изучающих иностранные языки является эффективное общение. Они знают грамматику и владеют словарным запасом, но не умеют говорить и выражать свои мысли в конкретной ситуации. Содержание государственного стандарта направлено не только на обучение правописанию и пунктуации, но и на формирование у учащихся языковой и духовной культуры, способности грамотно мыслить, говорить и писать в различных условиях общения. В соответствии с модернизацией системы образования в нашей республике особое значение приобретают вопросы устной и письменной речевой коммуникации (коммуникативной компетенции) на иностранном языке, поскольку коммуникативная компетенция выступает в качестве интегративной, направленной на достижение практических результатов в освоении английского языка, а также на образование, воспитание и развитие личности студента.

Коммуникативная компетенция является основным понятием коммуникативного подхода к преподаванию языка. Это способность правильно использовать язык в социальной среде: знать, как поддерживать диалог, как себя вести и что говорить. Коммуникативная компетенция не рассматривается как индивидуальная характеристика человека; её формирование проявляется в процессе общения. Выделяют следующие компоненты коммуникативной компетенции:

- Лингвистический (лексика, синтаксис, грамматика)
- Социолингвистический (социальные правила языка, поведение, выражения)
- Стратегическое (планирование эффективного общения, преодоление языковых барьеров)
- Дискурсивное (последовательность и связность)

Уже в 60-е годы в области преподавания иностранных языков внимание уделялось развитию коммуникативных навыков в устной и письменной речи: как на уровне восприятия, так и на уровне продуцирования. Тем не менее, многие предметы школьной программы, в том числе «иностраннный язык», по-прежнему ориентированы на передачу формальных знаний, а не на формирование практических навыков для их использования в деятельности [3].

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Характерной чертой современного этапа развития образования является необходимость интеграции различных компонентов образовательных целей для достижения базовых компетенций, которые могут быть сформированы только совместными усилиями всех преподавателей и студентов [5].

При обучении иностранным языкам формирование коммуникативной компетенции выступает в качестве ведущей цели. Существует множество способов развития коммуникативной компетенции, предложенных различными методистами и учёными. Так, например, Полат Е.С. обращается к методу проектов. Он определяет метод проектов как «определённым образом организованную поисковую, исследовательскую деятельность учащихся, индивидуальную или групповую, которая предусматривает не только достижение определённого результата, оформленного в виде конкретного практического выхода, но и организацию процесса достижения этого результата» [4]. Метод проектов всегда ориентирован на самостоятельную деятельность учащихся — индивидуальную, парную, групповую, которую учащиеся выполняют в течение определённого периода времени. Этот метод органично сочетается с групповыми (совместными или кооперативными) методами обучения.

Проектный метод всегда предполагает решение какой-либо проблемы. Решение проблемы, с одной стороны, предполагает использование комбинации различных методов и средств обучения, а с другой — подразумевает необходимость интеграции знаний, навыков и умений из различных областей науки, техники и творчества.

Результаты выполненных проектов должны быть видны, т.е. если это теоретическая задача, то ее конкретное решение, если практическая — конкретный результат, готовый к использованию (в классе, в школе, в реальной жизни).

Некоторые методисты в своих работах описывают использование видеоурока для развития коммуникативной компетенции. Овладеть коммуникативной компетенцией на английском языке, не находясь в стране изучаемого языка, очень сложно. Таким образом, важной задачей учителя является создание реальных и воображаемых ситуаций общения на уроке иностранного языка с использованием различных методов работы. Для этих целей большое значение имеют аутентичные материалы, в том числе видео. Использование видео также способствует развитию различных аспектов умственной деятельности учащихся, в первую очередь внимания и памяти.

Сегодня учителя стремятся активно применять новейшие технические достижения в образовательных целях. В качестве примера можно привести веб-квест, который проводится с использованием Интернета.

Впервые веб-квест как образовательная технология был предложен в Берни Доджем, доктором образовательных технологий в Институте Сан-Диего. «Квест — это веб-сайт, на котором есть проблемная задача и который предполагает самостоятельный поиск информации в интернете» [1]. «Образовательный квест — это педагогическая технология, которая включает в себя комплекс проблемных задач с элементами ролевой игры, для решения которых потребуются любые ресурсы, и в первую очередь интернет-ресурсы. Квесты разрабатываются для максимальной интеграции интернета во все виды учебных предметов на разных уровнях образования в образовательном процессе. Они могут быть посвящены отдельной проблеме, учебному предмету, теме, а также могут быть междисциплинарными» [2].

Использование таких технологий делает процесс обучения более увлекательным и интересным. Такие занятия могут помочь учащимся улучшить следующие навыки:

- умение работать в команде;
- использование компьютерных технологий для решения различных задач;
- умение выступать на публике;
- умение находить подходящие способы решения различных задач.

Развитие коммуникативной компетенции осуществляется не спонтанно, а через применение специализированных подходов и методов. Определить, какой из методов является наиболее эффективным, сложно, так как это зависит от того, как преподаватель внедряет его в учебный процесс, а также от уровня мотивации и заинтересованности учащихся в данной технологии. Все активные методы преследуют одну цель: оказывать социально-психологическое воздействие на личность, способствуя развитию и совершенствованию её коммуникативной компетенции.

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ИНТЕРАКТИВНЫЕ ВЕБИНАРНЫЕ ТЕХНОЛОГИИ В ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ

Ш. Юсупова¹

Аннотация:

Интерактивные вебинарные технологии становятся неотъемлемой частью образовательного процесса в условиях цифровизации. В данной статье рассматриваются преимущества и перспективы использования вебинаров в обучении английскому языку. Особое внимание уделяется вопросам взаимодействия студентов и преподавателей, а также мотивации учащихся и использования вебинарных технологий.

Ключевые слова: вебинары, интерактивные технологии, английский язык, ИКТ, обучение.

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Введение

В последние годы возникло большое количество методик направленных формированию и развитию речевых межкультурных навыков посредством образовательных платформ. Результаты изучения преподавательской деятельности в средней и высшей школе, доказывает что основная часть преподавателей иностранных языков активно пользуется информационно коммуникативной технологией (ИКТ). ИКТ – это инновация, которая включает сбор, обработку, хранение и представление информации, а также сотрудничество и общение. ИКТ могут использоваться по-разному и в разных сферах в зависимости от целей и задач.

Дистанционное обучение иностранному языку охватывает множество аспектов, от особенностей работы с различными платформами, предлагающими различные режимы взаимодействия преподавателя и студентов, до вопросов создания электронного контента. С.Л. Суворова и др. [7, с. 91] приводят классификацию режимов взаимодействия преподавателя и студентов при дистанционном обучении, разделяя их на синхронные, то есть проводимые в режиме реального времени, и асинхронные, когда студенты занимаются по предоставленным учебным материалам в любое удобное для них время, при этом обратная связь с преподавателем осуществляется в заранее оговоренной форме и с помощью предварительно определенных платформ. синхронных занятий, как: чат-классы и веб-занятия.

В настоящее время термин «вебинар» отражает способ взаимодействия со студентами и означает синхронное занятие, проводимое с использованием информационных и коммуникационных технологий в сети Интернет. В опубликованной научно-методической литературе по вопросам дистанционного обучения иностранному языку под термином «вебинар» понимают все виды дистанционных занятий, что вносит путаницу и затрудняет поиск необходимых источников при определении концепций дистанционного обучения. Статьи, в основном, описывают опыт проведения вебинаров как занятий определенного того или иного типа, типология вебинаров и модель чередования вебинаров разных типов в научно-методической литературе не описана. Тем временем, упорядоченность и

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системность являются крайне важным организационным и методическим аспектом дистанционного обучения иностранным языкам.

Однако эта роль возрастает, и она занимает важное место и в системе образования. В соответствии с заявленными в вузах программами освоение дисциплины «Иностранный язык» включает в систему обучения формирование не только основных, но и дополнительных компетенций по иностранным языкам. Информатизация образования открывает новые возможности для взаимодействия преподавателей и студентов. Вебинарные технологии, как один из видов онлайн-обучения, широко применяются в преподавании иностранных языков. В частности, для изучения английского языка вебинары становятся ценным инструментом, позволяя объединить студентов и преподавателей на одной платформе, независимо от географического положения. Вебинары создают возможность для интерактивного обучения, что повышает мотивацию учащихся и способствует активному освоению языка.

Преимущества использования вебинарных технологий:

1. Гибкость и доступность. Вебинары дают возможность студентам учиться в удобное время и в удобном месте. Записи лекций позволяют повторять материал, что особенно полезно для повторения сложных тем [3, с. 5];

2. Интерактивность. В отличие от классических онлайн-курсов, вебинары обеспечивают взаимодействие в реальном времени. Студенты могут задавать вопросы, участвовать в дискуссиях и получать обратную связь от преподавателей [2, с. 10];

3. Языковая практика. Вебинары предоставляют отличную возможность для практики аудирования и говорения, что важно для успешного освоения английского языка;

4. Доступ к экспертам. Вебинары позволяют приглашать экспертов из разных уголков мира для проведения лекций и семинаров, что обогащает образовательный процесс и предоставляет студентам уникальную возможность учиться у лучших специалистов в своей области;

5. Снижение затрат. Онлайн-формат позволяет сократить расходы на транспорт и проживание, как для студентов, так и для преподавателей. Это делает обучение более доступным для широкого круга людей;

6. Обратная связь в реальном времени. Вебинары позволяют преподавателям мгновенно получать обратную связь от студентов, что способствует адаптации процесса обучения под нужды учащихся [3, с. 5].

Вызовы внедрения вебинаров:

1. Технические трудности. Нестабильное интернет-соединение может мешать восприятию информации. Также недостаточная цифровая грамотность студентов может усложнить процесс обучения [4, с. 102];

2. Мотивация. В удаленном формате студентам иногда не хватает личного контакта с преподавателем, что может снижать уровень мотивации [2, с. 20];

3. Организация обратной связи. Преподавателям необходимо адаптироваться к новым условиям, чтобы эффективно оценивать знания студентов;

4. Разнообразие платформ. Существует множество вебинарных платформ с разными функциональными возможностями, что может вызывать путаницу у преподавателей и студентов. Важно выбрать ту платформу, которая наилучшим образом соответствует образовательным целям и техническим возможностям;

5. Недостаток практики. В удаленном формате у студентов может возникнуть трудность с практикой языка, особенно в speaking-предметах, так как взаимодействие в реальном времени может быть ограничено. Необходимы дополнительные меры для создания комфортной среды для практики.

Перспективы развития вебинарных технологий (расширенная версия)

1. Искусственный интеллект. Развитие технологий искусственного интеллекта (ИИ) обещает революционные изменения в вебинарных платформах. В будущем ИИ может использоваться для анализа учебной деятельности студентов, предлагая персонализированные рекомендации по улучшению успеваемости. Например, системы, основанные на ИИ, уже способны отслеживать успеваемость студентов, анализировать их ошибки и предлагать задания, которые соответствуют уровню знаний и способствуют его постепенному повышению. Вебинарные платформы с элементами ИИ могут помочь преподавателям автоматизировать процесс оценки и мониторинга, а также предложить более индивидуализированный подход к каждому учащемуся. Это особенно важно при обучении английскому языку, где персонализированные упражнения на развитие говорения или аудирования могут повысить эффективность обучения [5, с.10];

2. Адаптивные курсы. Адаптивные образовательные технологии позволяют настроить учебные курсы в зависимости от уровня подготовки и скорости обучения каждого студента. В контексте вебинаров это может выражаться в виде программ, которые подстраиваются под прогресс студентов, автоматизируя предоставление материалов, тестов и заданий в зависимости от уровня освоения предыдущего материала. В обучении английскому языку это позволит эффективно распределять учебное время и ресурсы, фокусируясь на слабых сторонах студентов. Например, если студент испытывает трудности в аудировании, вебинарная система может автоматически предлагать больше заданий на прослушивание с постепенным увеличением уровня сложности [2, с. 4];

3. Международное сотрудничество. Вебинарные технологии предоставляют уникальные возможности для создания международных образовательных проектов. В эпоху глобализации преподавание английского языка становится неотъемлемой частью подготовки студентов к межкультурному взаимодействию. Вебинары позволяют объединять студентов и преподавателей из разных стран, что способствует не только освоению языка, но и развитию межкультурных компетенций. Студенты могут обмениваться опытом, участвовать в совместных проектах и учиться у лучших специалистов со всего мира. Например, вебинары могут организовываться в рамках международных образовательных программ или обменов, где студенты участвуют в межкультурных дискуссиях и языковых практиках в реальном времени.

4. Геймификация обучения. Внедрение игровых элементов в образовательные вебинары становится эффективным способом повышения мотивации студентов. Геймификация включает использование игровых механизмов, таких как награды, рейтинги и достижения, что стимулирует учащихся более активно участвовать в учебном процессе. Применение геймификации в вебинарных технологиях может сделать процесс обучения английскому языку более увлекательным и вовлекающим. Например, учащиеся могут соревноваться в выполнении заданий на время, зарабатывать баллы за правильные ответы или участвовать в командных играх для улучшения навыков общения.

5. Образовательные сообщества. Вебинары не ограничиваются только лекциями и практическими занятиями; они могут стать основой для создания долгосрочных образовательных сообществ. Такие сообщества предоставляют студентам и преподавателям возможность обмениваться знаниями, опытом и материалами на постоянной основе, что создает условия для непрерывного обучения. Например, после завершения курса студенты могут продолжать участвовать в обсуждениях, задавать вопросы преподавателям и обмениваться ресурсами через онлайн-платформы, созданные на базе вебинаров.

6. Развитие цифровых навыков. Одним из важных аспектов участия в вебинарах является развитие цифровой грамотности студентов. Использование вебинарных

платформ помогает учащимся освоить навыки работы с современными технологиями, что становится всё более актуальным в условиях цифровизации общества.

Заключение

Интерактивные вебинарные технологии оказывают положительное влияние на обучение английскому языку, повышая уровень взаимодействия и доступности образовательных ресурсов. Однако важно учитывать возможные технические трудности и необходимость поддержания мотивации студентов. Развитие этих технологий, включая использование ИИ и адаптивных курсов, откроет новые горизонты для онлайн-обучения.

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O'QISH VA YOZISH KO'NIKMALARINI SHAKLLANTIRISHDA EKLEKTIK YONDASHISH

F. Raximova¹

Annotatsiya:

Eklektik metodika, ingliz tilini o'qitishda turli xil pedagogik yondashuvlarni o'z ichiga olgan holda, o'qitish jarayonini samarali va moslashuvchan tarzda tashkil etishga qaratilgan. Bu metodika o'zining moslashuvchanligi va o'quvchilarning ehtiyojlariga mos ravishda turli usullarni birlashtirganligi bilan ajralib turadi. Ushbu maqolada eklektik metodikaning mohiyati, uning ingliz tilini o'qitishda qanday qo'llanilishi va natijalari tahlil qilinadi.

Kalit so'zlar: eklektik metodika, kommunikativ yondashuv, grammatika tarjima metodi, audio-lingval yondashuv, vazifaga asoslangan o'rgatish, o'yin metodi, ingliz tili o'qitish, moslashuvchanlik, pedagogik usullar.

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“Eklektik yondashish” o'qish va yozish ko'nikmalarini shakllantirishda bir nechta pedagogik usul va metodlarni birlashtirib, har bir metodning eng samarali jihatlarini tanlash orqali foydalanishni anglatadi. Bu yondashuv, an'anaviy va zamonaviy usullarni kombinatsiyalash imkoniyatini beradi va o'quvchilarning individual ehtiyojlariga mos keladigan ta'lim muhitini yaratishga yordam beradi.

Eklektik metodika – bu bitta yondashuv yoki metod bilan cheklanib qolmasdan, o'qitish jarayonida turli usullarni birlashtiradigan pedagogik yondashuvdir. Ushbu metodika talabalarning turli ehtiyojlarini hisobga oladi va o'qitish jarayonini yanada samarali qilish uchun turli usullardan foydalanadi. Ingliz tilini o'qitishda bu metodika o'quvchilarni qiziqtirish, ularning individual o'quv uslublariga moslashish va dars jarayonini yanada interaktiv va qiziqarli qilishga imkon beradi.

Eklektik metodika o'quvchilarning o'rganish jarayonidagi turli ehtiyoj va qobiliyatlarini hisobga olib, ularning bilim olish jarayonini tezlashtirishga qaratilgan. Ushbu yondashuvda an'anaviy metodlar, kommunikativ yondashuv va boshqa zamonaviy usullar birlashtiriladi. Eklektik metodikaning asosiy maqsadi o'quvchilarning til o'rganishga qiziqishlarini saqlab qolish va darslarni oson o'zlashtirishlariga ko'maklashishdir [4, 131].

Eklektik metodikada quyidagi tamoyillar asosiy o'rinni egallaydi:

moslashuvchanlik: turli usullarni qo'llash orqali o'qituvchi har bir o'quvchining ehtiyojlariga mos dars jarayonini tashkil qiladi;

maqsadga yo'naltirilganlik: metodika darsning aniq maqsadlari va natijalarga erishishni ta'minlaydi;

o'qituvchi va o'quvchi o'rtasidagi hamkorlik: dars jarayonida o'quvchilarning faolligi oshadi va o'qituvchi bilan o'zaro hamkorlik mustahkamlanadi;

har xil yondashuvlarning uyg'unligi: har xil metodlarni birlashtirish orqali o'qitish jarayoni yanada boyitiladi.

Ingliz tilini o'qitishda eklektik metodika bir nechta usullarni o'z ichiga olishi mumkin. Jumladan, kommunikativ yondashuv tilni o'qitishda asosiy vosita sifatida kommunikatsiyaga

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urg'u beradi. O'quvchilar dars jarayonida tilni amalda ishlatishni o'rganadilar va haqiqiy hayotiy vaziyatlarda tilni qo'llashga o'rganadilar [5, 28].

Grammatika tarjima metodi an'anaviy yondashuv bo'lib, grammatikani chuqur o'rganish va tarjima qilish orqali tilni o'rgatadi. Eklektik metodika bu yondashuvdan o'rganiladigan grammatik tushunchalarni chuqurroq o'zlashtirish uchun foydalanadi.

Audio-lingval yondashuv usuli asosan eshitish va talaffuzga urg'u beradi. Ushbu yondashuv eklektik metodika orqali grammatik strukturalarni mustahkamlash va talaffuzni yaxshilashda foydalaniladi.

Vazifaga asoslangan o'rgatish yondashuvida o'quvchilar muayyan vazifalarni bajarish orqali til o'rganadilar. Eklektik metodika bu yondashuvdan foydalangan holda o'quvchilarga tilni real vaziyatlarda ishlatishga yordam beradi. O'yin usuli esa o'quvchilarning qiziqishini oshirish va ularni faolroq qilish uchun foydalaniladi. O'yinlar o'quvchilarning nutq faoliyatini rivojlantirishga yordam beradi va tilni osonroq o'zlashtirishga imkon yaratadi.

Eklektik metodikaning asosiy afzalliklaridan biri – bu uning moslashuvchanligi va o'quvchilarning individual ehtiyojlariga moslashishi. Ushbu metodika orqali o'quvchilar o'z qobiliyatlariga mos ravishda bilim olishadi; dars jarayoni dinamik bo'lib, o'quvchilar faol ishtirok etadi; o'quvchilar turli metodlarni o'rganib, tilni yanada chuqurroq o'zlashtiradilar [3, 19].

Har qanday yondashuvda bo'lgani kabi, eklektik metodikaning ham ba'zi kamchiliklari mavjud. Masalan, o'qituvchi uchun darslarni tayyorlash jarayoni ko'proq vaqt va kuch talab qiladi, chunki turli metodlarni birlashtirish zarur. Har bir o'quvchining ehtiyojlarini to'g'ri baholash va ularga mos metodlarni tanlash o'qituvchidan yuqori pedagogik malakani talab qiladi.

Eklektik metodikaning ingliz tilini o'qitishda qo'llanilishi haqida bir qancha ilmiy izlanishlar o'tkazilgan. Masalan, O'zbekiston va boshqa davlatlarda olib borilgan tadqiqotlar shuni ko'rsatadiki, bu metodika o'quvchilarning tilni o'rganishga qiziqishini oshiradi va ularni faol o'qishga jalb qiladi. Masalan, Samarqand davlat tibbiyot universitetida olib borilgan tadqiqotda, eklektik metodikadan foydalanilgan guruh o'quvchilarining ingliz tili bilimlari an'anaviy metoddan foydalanilgan guruhlariga nisbatan sezilarli darajada yaxshilangan.

Eklektik metodika ingliz tilini o'qitishda samarali va moslashuvchan usul sifatida o'zini isbotlamoqda. Ushbu metodika o'qitish jarayonini boyitishga yordam beradi va o'quvchilarning turli ehtiyojlariga moslashadi. Eklektik yondashuv o'qituvchidan ko'proq kuch va vaqt talab qilsa-da, uning natijalari yuqori samaradorlikni ko'rsatadi. Shu sababli, eklektik metodikani ingliz tilini o'qitishda keng qo'llash tavsiya etiladi.

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FOUNDATIONS OF A COMPETENCY-BASED APPROACH IN HIGHER EDUCATION

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Abstract:

The article discusses the competency-based approach in higher education, focusing on aligning learning outcomes with practical skills. It emphasizes the development of competencies essential for professional success, integrating theory with practice.

Key words: Competency-based approach, higher education, learning outcomes, professional skills, competencies, educational quality, practical application, teaching strategies, knowledge integration, skill development.

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The word "competence" comes from the Latin *competentia*, which refers to a person having good knowledge and experience in a number of areas. In this field, the person has the relevant abilities that allow them to make reasonable judgments and act accordingly.

Educational competencies are associated with a personal approach to education and are demonstrated and evaluated only in the process of performing specific actions [1, 41]. Competence is a set of already formed personal characteristics. In other words, a qualified specialist is a person who possesses the necessary knowledge, skills, and experience, while competence refers to the personal traits that include the necessary set of competencies.

In competency-based education, the concepts of "competence" and "competency" are used to distinguish between general and individual elements. "Competence" refers to a person's interrelated qualities required to act effectively and efficiently within a given range of objects or processes. "Competency" refers to a person possessing the relevant competence, including their personal attitude toward it and the subject of the activity.

Thus, competencies serve as the goals of the educational process, and as a result, competence operates as a set of personal qualities that define a specialist.

A competency-based approach allows for the creation of a final model of a specialist that harmonizes personal and societal interests and enables the advanced translation of labor market demands and social needs into the field of education. Only by continuously adapting the image of a specialist expressed in competencies and translating this adjustment into a set of criteria for the education system's goals can educational structures be trained for constant renewal, improvement, and self-management. This process should be implemented through the system of state educational standards.

Experts note that in the context of increasing globalization and mobility of professional qualifications, it is not professional skills but rather core and social competencies that come to the forefront. The ability of a person to independently build their life path in a contradictory, multipolar, and constantly changing world becomes the most crucial skill.

A competency-based approach in education involves selecting new educational strategies and includes understanding and implementing the close relationship between the educational process, content, and outcomes.

Competencies are generalized methods of action that ensure the effective performance of professional activities. It is the ability of a person to apply their qualifications in practice.

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A competent person is someone who possesses sufficient skills, knowledge, and capabilities in a particular field.

Competence is an open system of procedural, value-semantic, and declarative knowledge, which includes interacting components (related to perception, personal, and social factors). These components are renewed and enriched through activities as real-life problems arise that the person holding the competence encounters.

Competency is a situational category, as it is expressed in the readiness to perform any activity in specific professional (problematic) situations. Competency characterizes a person's (specialist's) ability to realize their human potential for professional activities.

Competency refers to the holistic characteristics of a person's traits and is understood as the result of preparing a university graduate to perform activities in certain areas (competencies).

Educational abilities, skills, and methods of activity are grouped into blocks of personal qualities that are formed for the implementation of these competencies:

1. Cognitive (critical) qualities – the ability to ask questions, find the causes of events, recognize misunderstandings of a problem, and more;
2. Creative (innovative) qualities – inspiration, sensitivity to contradictions and fantasies, openness to ideas and emotions, the ability to predict, critical thinking, the ability to generate ideas, and more;
3. Organizational activity (methodological) qualities – the ability to study and explain activities, set goals and achieve them, create rules, reflective thinking, self-esteem, and more;
4. Communicative qualities – the need to interact with other people, objects of the surrounding world, and information; the ability to find, modify, and transfer information; fulfill different social roles in a group or team; and use telecommunication technologies (email, the Internet);
5. Worldview qualities – emotional and value-based traits that define a person's ability for self-awareness and action, finding their place and role in the world, family, and community; alignment with national and universal aspirations; patriotism, and more.

Managing the quality of education in relation to students is a separate process aimed at managing the quality of the educational process and ensuring the formation of competencies in students and university graduates. The UNESCO dictionary includes the term "competency-based education," which refers to the formation of skills based on competencies [3, 8]. This means "education is based on learning, demonstrating, and acquiring the knowledge, skills, behaviors, and attitudes necessary for any particular role, profession, or career." The core of this concept is a competency-based approach.

The competency-based approach focuses on learning outcomes, which implies achieving high precision in determining how the educational process concludes for each student. This way of formulating the question shifts attention from the teacher's intentions and tasks to the actual achievements of students [2, 75]. Learning outcomes refer to the knowledge acquired and the competencies mastered.

The process of forming competencies for future English language teachers is connected to the educational process and involves the combined use of various forms of teaching and assessment, including:

- Theoretical preparation;
- Practical activities (practical and laboratory sessions, practical work in the field of the subject – all types of internships);
- Scientific and research activities;
- Independent work;
- Intermediate and final assessments.

At each stage of education, competence identifiers and their corresponding qualimetric scales are used to assess students' competencies. Competence identifiers may include: knowledge, abilities, skills, as well as personal qualities (such as compassion, teamwork ability, decision-making ability, independent learning and productivity skills, etc.).

From the above, it follows that the criteria for assessing educational outcomes need to be significantly adjusted by including students' personal qualities in the general criterion for evaluating competencies.

Competency is the "mold" in which a specialist's competence is formed. Renowned experts in the field of education quality, N.A. Seleznev and V.I. Baidenko, argue that "we should move from designing theoretical and empirical knowledge in terms of volume, level, and content to designing learning outcomes in the form of competencies" [1, 35]. It is impossible to separate competencies from the content of education, just as one cannot expect competencies to be acquired only through the content of education. The point is that neither individual subjects nor the entire curriculum can be solely "responsible" for the formation of certain competencies. Competencies are also the result of educational technologies, methods, organizational forms, the learning environment, and so on. The results of education and competencies are the foundation for forming indicators of qualification levels.

Competencies must be defined using scientifically correct procedures and their development must be measurable.

Competencies and educational outcomes are considered the main objectives in implementing the new generation of educational standards, integrating them into the "model" of the graduate. The competency model of a graduate, on the one hand, includes qualifications that connect future activities with the subjects and objects of labor, and on the other hand, reflects interdisciplinary requirements for the outcomes of the educational process. The analysis of numerous sources allows us to propose a classification of competencies as shown in the diagram. Let's first consider these competencies from the perspective of education. After defining the concept of educational competencies, they should be incorporated into a three-level hierarchy of competencies:

1. Core competencies;
2. General academic competencies - relevant to a certain range of disciplines and educational directions;
3. Subject-specific competencies - more specific than the previous two, with the potential to shape the educational disciplines.

These competencies are divided into different levels and types. Social-personal, economic, and organizational-management competencies serve as the foundation for graduates' mobility in the professional labor market and their readiness to continue education in the field of additional and postgraduate studies. Special competencies (professionally oriented knowledge and skills) reflect the objective and substantive direction of education and are essential for working with certain objects and subjects of labor.

Professional competence is the skills, abilities, and experience that allow an employee to effectively perform their professional duties. This applies to specialists in all categories, including managers in the field of management, and involves having skills, abilities, and experience supported by tangible evidence in certain tasks.

Educational-methodological competence first involves understanding and knowledge of the fundamental theories of professional activity. Second, it involves awareness and understanding of theoretical and methodological advances in the field of professional activity and an independently formed logical relationship with them. Furthermore, for specialists, educational-methodological competence may also include knowledge of technologies and fields of activity indirectly related to their professional work.

Educational competencies model the student's activity for their future life. For example, a school student may not yet realize a certain competence until a specific age, but

this does not mean that this competence should not be formed through educational competencies.

There is no single list of core competencies, as competencies are primarily a societal order for preparing citizens. Such a list is determined largely by the agreed position of society in a specific country or region. Achieving such agreement is not always possible.

The competency-based approach essentially enhances educational practice by individualizing students' education, including their involvement in independent educational activities and personal responsibility for their outcomes (individual planning, self-assessment, self-organization, self-development, individual monitoring). There is every reason to state that the competency-based approach to learning outcomes in higher education is the core of modern educational reforms, and the implementation of this approach is considered the main direction for improving the quality of higher education.

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TINGLAB TUSHUNISH KO'NIKMASINI SHAKLLANTIRISHDA MEDIATEXNOLOGIYALARNING AHAMIYATI

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Annotatsiya:

Ushbu maqolada tinglab tushunish til ko'nikmalarining ahamiyati, ularni rivojlantirishda mediatexnologiyalarning roli, shuningdek, turli xil metod va mashqlar keltirilgan. Tinglab tushunish ko'nikmasi barcha til ko'nikmalarining asosini tashkil etadi, ayniqsa gapirish ko'nikmasini shakllantirishda muhimdir. Mediatexnologiyalar yordamida o'quvchilar real hayotdagi vaziyatlarni o'rganish, yangi so'zlar va iboralarni o'rganish, hamda madaniy kontekstni tushunish imkoniyatiga ega bo'ladilar. Ushbu maqolada, tinglab tushunishni rivojlantirish uchun tavsiyalar va samarali mashqlar taqdim etilgan.

Kalit so'zlar: tinglab tushunish, til ko'nikmalari, mediatexnologiyalar, o'qitish metodikasi, audio materiallar, interaktiv darslar, madaniy kontekst, raqamli resurslar, savol-javob mashqlari, ovoqli kitoblar.

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Tinglab tushunish til ko'nikmalarining ichidagi eng ahamiyatli ko'nikmalarning biri sifatida tan olingan. Chunki, barcha til ko'nikmalarining shakllanishi tinglab tushunish bilan uzviy/uzluksiz bog'liqdir. Masalan, gapirish ko'nikmasini rivojlantirish avvalo tinglab tushunish orqali amalga oshiriladi. Hozirgi kunda tinglab tushunish ko'nikmasini har xil usullar yordamida, ayniqsa mediatexnologiyalar orqali rivojlantirish samarali usullardan biri.

Biz audiolardan, videolardan va qo'shiqlardan va boshqa maxsus ilovalardan foydalanib mazkur ko'nikmani rivojlantirishimiz mumkin. Va bu o'z navbatida til o'rganuvchilarga ham qiziqarli bo'ladi. Bundan tashqari, til o'rganishga mo'ljallangan saytlardagi topshiriqlarni bajarish ham yaxshi natija berishi mumkin. Shuni ta'kidlab o'tish joiz-ki, hozirgi XXI asr texnika texnologiya rivojlangan zamonda o'qituvchi oddiy qog'ozga chiqartirilgan mashqlardan foydalanishi eskirgan metod hisoblanadi va til o'rganuvchilarni o'zimizga jalb etishimiz uchun audio-vizual materiallardan foydalanishimiz va til o'rganuvchilarning ham qiziqishi va hohish-istaklarini inobatga olishimiz zarur.

1. Mediatexnologiyalar va ta'lim

Mediatexnologiyalar ta'lim jarayonini yanada interaktiv va qiziqarli qilish imkonini beradi. O'quvchilar audio va video materiallarni tinglab, real hayotdagi vaziyatlarni o'rganish orqali tinglab tushunish ko'nikmalarini rivojlantiradilar. Misol uchun, filmlar va teleseriallar, musiqa, podkastlar va audiokitoblar yordamida o'quvchilar yangi so'zlar va iboralarni o'rganishadi, shu bilan birga, ularning talaffuzi va intonatsiyasini ham yaxshilaydilar.

2. Raqamli resurslar

Bugungi kunda internet orqali mavjud bo'lgan turli xil resurslar, o'quvchilarga tinglab tushunish ko'nikmalarini mustahkamlashda katta yordam beradi. O'quvchilar interaktiv darsliklar, onlayn kurslar va o'yinlar orqali o'z bilimlarini yanada kengaytirishlari mumkin. Masalan, YouTube platformasidagi ta'limiy videolar, tinglab tushunish ko'nikmasini oshirishda foydali materiallar sifatida xizmat qiladi.

3. Muloqot va qayta aloqa

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Mediateknologiyalar o'quvchilarni o'zaro muloqotga jalb qiladi. Onlayn muhokama forumlari va guruhlar, o'quvchilarga o'z fikrlarini ifodalash, savollar berish va bir-birlari bilan tajriba almashish imkoniyatini taqdim etadi. Bu jarayon tinglab tushunish ko'nikmalarini yanada rivojlantirishga yordam beradi, chunki o'quvchilar boshqa odamlarning fikrlarini va nutqini tinglash orqali ko'proq bilim olishadi.

4. Madaniy kontekst

Tinglab tushunish ko'nikmalarini shakllantirishda madaniy kontekstni hisobga olish muhimdir. Mediateknologiyalar yordamida o'quvchilar turli madaniyatlar bilan tanishishadi. Masalan, xorijiy tilni o'rganish jarayonida, o'quvchilar o'sha tilning madaniyati, an'analari va urf-odatlarini haqida ma'lumotga ega bo'lishadi. Bu esa, tinglab tushunish ko'nikmalarini yanada chuqurlashtiradi.

Chet tili o'qitish metodikasi tarixiga nazar tashlasak o'tgan asrning 60-yillariga kelib, tinglash nutq faoliyatining turi sifatida atroflicha tadqiq etila boshlandi. Avvalari unga gapirishning uzviy qismi deb qarab kelingan edi. Chet tili darsida tinglab tushunishga atayin mashqlar berilmas edi. [2;168]

J. Jalolov o'zining "Chet tili o'qitish metodikasi" nomli darsligida tinglab tushunish bo'yicha shunday deydi: "Ma'lum bo'lishicha, gapirishni o'rganishdan ko'ra tinglab tushunishga erishish qiyinroq keladi. Ushbu sohaga oid bir-biriga yaqin ikki termini farqlash talab qilinadi: "tinglash"- quloq solish (Oz so'zla - ko'p tingla) va "eshitish"- eshitish sezgisi (quloq) yordamida tovushni qabul qilish (Qizim, senga aytaman, kelinim sen eshit). Tinglovchi tushunishga intiladi, eshituvchi tinglaganini tushunmasligi ham mumkin." Haqiqatan ham, tinglab tushunish gapirishga qaraganda nisbatan qiyinroq. Chunki, so'zlovchi gapirayotganda erkin gapiradi, undan biron narsani tushunish talab qilinmaydi.[1;219-220]

Tinglaganda esa, tushunish, matnni ma'nosini bilishi kerak bo'ladi. Ayniqsa bu chet tilida sodir bo'lsa, bu tinglovchiga yanada mas'uliyat yuklaydi. Pedagogik tajribamiz jarayonida ham bunga ko'p guvoh bo'lganmiz. Maktab o'quvchilariga savol bersak 1-2 so'zni biriktirib chet tilida jumla ayta oladi. Ammo, tinglashga kelganda audiodagi so'zlovchi haqiqiy ingliz talaffuzi bilan gapirayotgani bois ko'p qiyinchilikga uchraydi va audioni qayta qayta qo'yib berishimni so'raydi.

Tinglab tushunish ko'nikmasini rivojlantirish uchun turli xil mashqlar qo'llaniladi. Quyida ushbu ko'nikmani mustahkamlash uchun bir nechta samarali mashqlar keltirilgan:

1. O'qilgan matnni eshitish va tushunish

- Mashq: Sizga matnni o'qib berishadi va uni tinglagan holda tushunishingiz kerak. Keyin esa, eshitganingiz asosida savollarga javob berasiz.

- Namuna: Biror hikoya yoki maqolani tinglash, so'ngra asosiy g'oyalar, tafsilotlar va mavzu bo'yicha savollarga javob berish.

2. Gapni to'ldirish

- Mashq: Matn yoki gapning bir qismi o'qiladi, keyin u yerdagi bo'sh joylarni to'ldirishingiz kerak bo'ladi.

- Namuna: "Bugun ob-havo juda... (bo'sh joy). Kechqurun esa... (bo'sh joy)." Eshitib to'ldirishingiz kerak bo'ladi.

3. Buyruqlarni bajarish

- Mashq: Kimdir sizga oddiy yoki murakkab buyruqlarni beradi, siz esa ularni tinglab to'g'ri bajarishingiz kerak.

- Namuna: "Stol ustidagi qalamni olib, daftar ustiga qo'yib qo'ying."

4. Eshitgan so'zlarni ajratish

- Mashq: Sizga turli so'zlar aralash holda o'qiladi va ular orasidan ma'lum bir toifadagi so'zlarni ajratib yozib borasiz.

- Namuna: O'quvchi, muallim, kitob, shahar, daftar. Siz faqat "buyumlar" yoki "shaxslar"ni ajratib yozasiz.

5. Muzokara yoki suhbatni tinglash
- Mashq: Biror suhbat yoki muzokarani eshitasiz va asosiy nuqtalarni tushunishingiz kerak bo'ladi.

- Namuna: Biror biznes muzokarasi yoki radiodagi intervyuni tinglab, undagi asosiy mavzu va natijalar bo'yicha xulosa qilasiz.

6. Yashirin ovozni aniqlash

- Mashq: Turli tovushlar va shovqinlar orasidan ma'lum bir tovushni ajratishingiz kerak bo'ladi.

- Namuna: Musiqa, transport ovozi yoki tabiat tovushlari orasidan odamning gapirgan ovozi toping.

7. Audioni qayta hikoya qilish

- Mashq: Sizga audio hikoya yoki matn beriladi, tinglaganingizdan so'ng uni o'zingizning so'zlaringiz bilan qayta hikoya qilib berishingiz kerak.

- Namuna: O'qituvchi bizga qisqa hikoya o'qib beradi, keyin biz uni eslab qayta hikoya qilishimiz kerak.

Ushbu mashqlar yordamida tinglab tushunish ko'nikmasini rivojlantirish mumkin. Qanchalik ko'p mashq qilsaq, eshitganimizni tushunish va qayta ishlash qobiliyatimiz shunchalik yaxshilanadi.

Tinglab tushunishni rivojlantiradigan tavsiyalar:

1. Audio materiallar: Turli xil audio materiallar, masalan, podkastlar yoki audiokitoblar tinglash. Ularni turli aksentlarda yoki tezliklarda tanlash.

2. Savol-javob mashqlari: Tinglagan materialga asoslangan savollarni ishlab chiqish. Savollarga javob berish orqali tushunigimizni sinab ko'rish.

3. Transkripsiya: Tinglagan materialning qismini yozib olish. Bu bizga eshitish va yozish ko'nikmalarini birgalikda rivojlantirishga yordam beradi.

4. Ovozli kitoblar: Ovozli kitoblarni tinglash va ularni kitobning matni bilan birga o'qish orqali tushunishni mustahkamlash.

5. Intervyular va muloqotlar: Xar xil mavzularda intervyularni tinglash. Har bir intervyudan so'ng asosiy g'oyalarni yoki fikrlarni qisqacha yozib olish.

6. Mavzu bo'yicha muhokama: Tinglagan materialimiz haqida do'stlarimiz yoki oila a'zolarimiz bilan muhokama qilish. Bu bizga materialni yanada chuqurroq tushunishga yordam beradi.

7. Raqamli platformalar: Duolingo yoki Busuu kabi raqamli ta'lim platformalaridan foydalanib, tinglab tushunish ko'nikmalarini rivojlantiruvchi mashqlarni bajarish.

Xulosa qilib aytganda, tinglab tushunish ko'nikmasini shakllantirishda mediatexnologiyalarning roli beqiyosdir. Ushbu texnologiyalar ta'lim jarayonini yanada samarali va qiziqarli qilish, o'quvchilarni rag'batlantirish va ularning bilimlarini kengaytirish uchun muhim vosita bo'lib xizmat qiladi. O'quvchilar turli xil audio va video materiallar orqali tinglab tushunish ko'nikmalarini rivojlantirishlari, shuningdek, o'zaro muloqot va madaniy kontekstni tushunish orqali yanada muvaffaqiyatli til o'rganadilar.

Foydalanilgan adabiyotlar ro'yxati:

[1]. Jalolov Jamol Jalolovich. *Chet til o'qitish metodikasi chet tillar oliy o'quv yurtlari (fakultetlari) talabalari uchun darslik*. -Toshkent: O'qituvchi, 2012. 219b.

[2]. З.А.Кочкина: 1)Понимание звучащей речи(аудирование) Обзор американских работ://Вопросы психологии 1963 №3; 168с.

[3]. Якубова М. М Хорижий тил ўқитишда тинглаб тушуниш ва гапуришга ўргатишнинг аҳамияти 2013й.

[4]. Якушева С.Д. «Основы педагогического мастерства» 3-е издание. <http://www.do271-z.narod.ru/metod.pdf>

YOZMA NUTQNI SHAKLLANISH METODIKASINING NAZARIY ASOSLARI

E. Guliyeva ¹*Annotatsiya:*

Ushbu maqolada til universiteti talabalarining yozma nutqi ko'nikmalarini rivojlantirish metodologiyasini nazariy asoslashning turli xil qarashlari keltirilgan va og'zaki va yozma nutq o'rtasidagi farqlar ko'rib chiqiladi. Shuningdek, muallif yozma nutqning bir qancha strategiyalarini beradi.

Kalit so'zlar: yozma nutq, og'zaki nutq, tashqi va ichki nutq, stilistik komponent, me'yoriy, ixtiyoriy.

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Yozma tilga ega bo'lish kichik o'quvchi shaxsining ma'naviy-axloqiy tarkibiy qismini shakllantirish va yanada shakllantirish jarayonining zarur shartlaridan biridir. O'quvchilarning nutqiy qobiliyatlarini rivojlantirish o'z ona tili va adabiyotiga shu tilda mehr uyg'otadi, shaxsiy fazilatlarini – tevarak-atrofga ijobiy munosabat, mas'uliyat, mehnatsevarlik, muloqot qilish qobiliyati, maqsadga erishishda qat'iyatlilikni shakllantiradi.

Mashhur psixolog L.S. Vygotskiy yozma nutq bolaning aqliy rivojlanishi uchun katta ahamiyatga ega, u fikrlashni rivojlantiradi. Yozma nutqni bunday tushunish zamonaviy psixolingvistlarning kontseptsiyalari asosida yotadi, unga ko'ra malakali yozish - bu nutq ishida fikrni til vositalari orqali ifodalash qobiliyati, bu erda imlo (imlo va tinish belgilari) barcha matn faoliyati kabi kognitiv va kommunikativdir, va nafaqat nutq qobiliyatlari. Ular o'ziga xos ramziy shaklda insonning dunyoga bo'lgan qarashlarini aks ettirish, xulq-atvor me'yorlarini, muloqot me'yorlarini o'zlashtirish qobiliyatini aks ettiradi.

Aloqa. Agar biron-bir izohli lug'atni olsangiz, unda ushbu tushunchaning ta'rifi quyidagicha: "yozma nutq - bu ma'lumotni grafik shaklda uzatish shakli. Yozma nutq nutqning aniq, kengaytirilgan shaklidir. Bu maxsus tayyorgarlik natijasida o'zini namoyon qiladi. Nutqning kech rivojlanishi nafaqat shaxsning individual fazilatlarini, balki butun jamiyatning rivojlanishini ham tavsiflaydi [2].

Yozma nutq, tarixiy davomiylik, avlodlar o'rtasidagi muloqot amalga oshiriladi, ma'lumotlar almashiladi, odamlar o'z bilim, fikr va ko'nikmalarini yilnomalarda, ilmiy ishlarda, badiiy asarlarda, turli xil aloqa turlarida amalga oshiriladi.

Fikrlash. Yozma nutq og'zaki nutq bilan yaqin aloqada bo'ladi. Yozma nutq va og'zaki nutq "tashqi nutq" ning xilma-xildir. "Ichki nutq" tushunchasi ham mavjud.

Tashqi nutqdan ichki nutq (og'zaki tasvirlarda fikrlash) rivojlanadi, bu esa odamga lingvistik material asosida fikr yuritish imkonini beradi. Psixolingvistikaning ta'kidlashicha, bola yozma nutqini faqat "yozma nutqning aqliy loyihasi" - fikrlashdan foydalanishga o'rgatgandagina yaxshilaydi [5]. Binobarin, yozma nutq nafaqat odamlar o'rtasidagi muloqot vositasi, balki inson tafakkurining bir shaklidir.

Yozma va og'zaki nutq. Yozma va og'zaki til o'rtasidagi farqlarni ta'kidlash kerak.

Yozma nutq kontekstli sifatida tavsiflanadi. Ya'ni, barcha kerakli ma'lumotlar faqat matnning o'zida mavjud. Bunday nutq ko'pincha noma'lum o'quvchiga qaratilgan bo'lib, bu holda tarkibni odatda to'g'ridan-to'g'ri aloqada bo'lgan so'zlarsiz tushuniladigan tafsilotlar

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bilan to'ldirishga ishonish mumkin emas. Shuning uchun yozma nutq yanada kengaytirilgan shaklda namoyon bo'ladi. U barcha muhim fikrlarni to'liq ochib beradi, nuanslarni tavsiflaydi.

Og'zaki nutq ko'pincha suhbatdoshlarni ikkalasiga ham tushunarli bo'lgan muayyan vaziyatda birlashtirishni o'z ichiga oladi. Bunday vaziyatda ko'p tafsilotlar aytilmagan. Axir, agar siz allaqachon aniq bo'lgan narsani baland ovozda aytasangiz, nutq zerikarli, hatto zerikarli, asossiz uzoq, pedantik bo'lib chiqadi. Boshqacha qilib aytganda, og'zaki nutq situatsion xarakterga ega va shuning uchun u yozma nutqqa nisbatan kam rivojlangan. Ko'pincha, bunday muloqotda bir-birini tushunish uchun faqat maslahat etarli.

Yozma nutqning og'zaki nutqdan farqi shundaki, yozuvchi ma'ruzachi o'z arsenalida mavjud bo'lgan vositalar orqali adresatga ta'sir qilish imkoniyatiga ega emas. Yozma matnlarning ifodaliligi tinish belgilaridan foydalanish, shriftni o'zgartirish, paragraflardan foydalanish va hokazolar bilan ta'minlanadi.

Og'zaki muloqotda ko'p narsalarni intonatsiya, qarash, yuz ifodalari va turli imo-ishoralar ko'rsatishi mumkin. Suhbatda hatto pauza ham muhim bo'lishi mumkin. Va ba'zida shunday bo'ladiki, aytilgan nutq tinglovchilarni hayratda qoldiradi va xuddi shunday qog'ozga yozilgan so'zlar mutlaqo taassurot qoldirmaydi.

Maktubdagi fikrlar juda tushunarli shaklda taqdim etilishi kerak. Axir, agar suhbatda tinglovchi yana so'rash imkoniyatiga ega bo'lsa va ma'ruzachi - biror narsani tushuntirish va tushuntirish imkoniyatiga ega bo'lsa, yozma nutqni bunday to'g'ridan-to'g'ri tartibga solish mumkin emas [2].

Yozma til imlo va sintaksisni talab qiladi. U shuningdek, stilistik tarkibiy qismga ega. Masalan, tinglovchiga qaratilgan nutqda to'liq bo'lmagan jummalardan foydalanishga ruxsat beriladi, chunki qolganlari vaziyatga bog'liq va yozma to'liq bo'lmagan konstruksiyalar ko'p hollarda xato hisoblanadi.

Yozma matn mazmuni uchun barcha javobgarlik muallifga yuklatiladi.

U iboralar ustida o'ylash, ularni tuzatish va to'ldirish uchun ko'proq vaqtga ega. Yozishda fikrni ifoda eta olmaslik, keyin nima yozilishi kerakligini bilmaslik, shuningdek, hamma narsani birdaniga aytib berish istagi, mantiqning etishmasligi, paragraflarga bo'linmaslik, so'zlarni keraksiz takrorlash, mantiqiy noto'g'ri stress sezilarli xatolarga olib keladi. Natijada matn mazmuni to'liq tushunilmasligi mumkin [6].

Yozish - bu ma'lumotni masofadan uzatish va uni o'z vaqtida tuzatish uchun grafik elementlardan foydalanishga imkon beradigan nutqni aniqlashning belgi tizimi. Ingliz yozuvi alifbo yozuv tizimlarini anglatadi. Alifbo yuqori darajali belgilarga o'tishni belgilab berdi va mavhum fikrlashning rivojlanishidagi taraqqiyotni belgilab berdi, nutq va fikrlashni bilim ob'ektiga aylantirish imkonini berdi.

Og'zaki nutqdan farqli o'laroq, yozma nutq faqat yozish ko'nikmalarini maqsadli egallash va birgalikda o'rganish sharoitida shakllanadi, ya'ni uning mexanizmlari savodxonlik davrida shakllanadi va barcha keyingi ta'lim jarayonida takomillashtiriladi.

Ma'lumki, bolaning yozma nutqi uning so'z boyligi hajmiga to'g'ridan-to'g'ri proporsionaldir. Lug'at qanchalik boy bo'lsa, bola dunyoni shunchalik chuqurroq ko'radi, hodisalarni yanada nozikroq ajratadi, eshitgan va o'qiganlarini aniqroq idrok etadi, o'z fikrlarini aniq shakllantiradi va ifodalaydi. Ma'lumki, yozma nutqda intonatsiya, mimika, imo-ishoralar to'g'ri tanlangan so'zlar orqali uzatiladi. [5].

Biz uchun bu ishda yozma nutq tuzatiladigan, takomillashtiriladigan, uning rivojlanishi talabalarning umumiy tili va nutq madaniyatini oshirishga yordam beradigan tayyor nutq bo'lishi kerak. "Nutq bilimni shakllantiradi" deydi R.M. Frumkin, - u ko'p jihatdan uni ta'minlaydi, nafaqat tuzatadi va eshittiradi." [3]. Darhaqiqat, matn yaratishda (uning barcha tarkibiy qismlarini hisobga olgan holda) talaba voqelikni aks ettirishning umumlashtirilgan usullarini tizimlashtiradi, dunyo va undagi o'z o'rnini haqidagi o'ziga xos rasmni yaratadi, bu esa shaxsni shakllantirishda ijodiy tamoyilni faollashtiradi.

Yozish texnikasi. Maktning o'zi bir qator maxsus mahsulotni o'z ichiga oladi:

Yoziladigan so'zning tovush tarkibini tahlil qilish. Yozishning sharti so'zdagi tovushlar ketma-ketligini birinchidir. Ikkinchisi - tovushlarni ta'minlash, ya'ni hozirgi vaqtda eshitiladigan tovushlarni aniq umumlashtirilgan tovushlariga - fonemalarga. Avvaliga bu jarayonning ikkalasi ham butunlay ongli ravish davom etadi; buning uchun ular avtomatlashtiriladi. Akustik tahlil va sintez artikulyatsiyaning eng yaqin ishtirokida davom etadi;

- fonemalarni (eshitiladigan tovushlarni) grafemalarga, ya'ni brauzerning fazoviy joylashuvini olingan holda grafikning vizual tasvirlariga tarjima qilish;

- harflarning vizual tasvirlarini yozib olish uchun zarur bo'lgan ketma-ket harakatlarning kinetik tizimiga "qayta kodlash" (grafemalar kinemalarga tarjima qilish).

Yozuv malakasini tiklashning dastlabki bosqichlarida yozuvchining asosiy e'tiborini so'zning ovoqli tahliliga, ba'zan asosiy grafikani izlashga qo'yish. Rivojlangan mahoratga bu daqiqalar fon o'tadi.

T.M.ning so'zlariga ko'ra Nikolayeva, yozma nutqni yozma matnda amalga oshiriladigan maxsus til normasi sifatida ko'rib chiqish kerak. U yozma nutqning o'ziga xos xususiyatlarini belgilaydigan uchta omilni qayd etadi: o'ziga xos ifoda vositalarining mavjudligi, o'z birliklarining mavjudligi va o'z tuzilishi [4].

Yozma nutqda o'ziga xos ifoda vositalari, eng avvalo, alifbo belgilaridir. Alifbo belgilaridan tashqari ikkinchi tartibli ifoda vositalari ham mavjud: tinish belgilari, abzas, kursiv, tagiga chizish, harflar o'rtasidagi o'lchamdagi farq, rang va boshqalar. Ulardan me'yoriy (tinish belgilari)ni ajratib ko'rsatish mumkin. , paragraf) va ixtiyoriy (yuqoridagi vositalarning qolgan qismi). Majburiy emas vositalar yozuvchining xabar qilinayotgan narsaga individual munosabatini bildiradi. Og'zaki nutqda ular turli intonatsion vositalarga mos keladi.

Yozma nutqning birliklari harflar va so'zlardir. Fonema va grafema darajasidagi nutq birliklari bilan yozma birliklar o'rtasidagi tafovut barcha o'quvchilarga ma'lum: yozma nutqning bir leksik birligi ikki og'zaki nutq birligiga mos kelishi mumkin: aksincha, bir birlikka yozma nutqning ikkita birligi mos kelishi mumkin. og'zaki: [tun] (ritsar va tun). Boshqacha aytganda, omonimiya og'zaki va yozma nutqda turlicha namoyon bo'ladi.

Yuqorida aytilganlarning barchasiga yozma nutqning mazmuni haqida bir necha so'z qo'shamiz. I.G.ga ko'ra. Aynetdinova va N.M. Trubnikova yozma nutq ikkita asosiy funktsional blokdan iborat: harflar. Tovushli nutqni grammatik va imlo qoidalaridan foydalangan holda yozma nutqqa kodlash jarayoni va haqiqiy yozma nutq - izchil bayonot yaratish jarayoni (G.G.Misarenko).

Maktub uchta harakat dasturiga asoslanadi:

- 1) xat yozish;
- 2) tovushli so'zni yozma so'zga kodlash;
- 3) tayyor taklifning yozuvi.

Yozma nutq ikkita dasturni o'z ichiga oladi:

- 1) taklifni tuzish;
- 2) matn yaratish [1].

O'quvchilar, jumladan, kichik maktab o'quvchilari ingliz tili darslarida barcha beshta dasturni har tomonlama o'zlashtiradilar, ular yoshi va rivojlanishning individual xususiyatlari tufayli turli qiyinchiliklarga duch kelishadi. Maktab o'quvchilariga yozma tilni o'rgatishdagi qiyinchiliklarning o'zi o'qituvchilarni ularni bartaraf etish yo'llarini izlashga va yozma tilni o'rgatishning samarali usul va vositalarini izlashda sezilarli yutuqlarga erishishga majbur qilganini qo'shamiz.

Foydalanilgan adabiyotlar ro'yxati:

- [1]. Aynetdinova, I. G. Bolalarda yozma nutq mexanizmlarining xususiyatlari (nazariy jihat) [Matn]: I. G. Ainetdinova, N. M. Trubnikova Maxsus ta'lim. - 2008. - No 12. - B. 9-17.
- [2]. Bakulina, G. A. Birinchi sinf o'quvchilarining og'zaki va yozma nutqini rivojlantirish vositasi sifatida kompozitsiya-ta'rif [Elektron resurs]: G. A. Bakulina // "Konseptsiya" ilmiy-metodik elektron jurnali. - 2017 yil
- [3]. Frumkina, R. M. Psixolingvistika [Matn]: darslik. talabalar uchun nafaqa. oliy darslik institutlari / R.M. Frumkin. - M.: Akademiya, 2003. - 320 b.
- [4]. Perejogina, T. A. Og'zaki va yozma nutq o'rtasidagi bog'liqlik muammosini o'rganish jihatlari [Matn]: T. A. Perejogina // VolSU xabarnomasi. Ser. Muammo. 4. - 2005. - B. 29 - 32.
- [5]. Vinokurova, O. S. Yozma nutq psixologiyasi muammosi bo'yicha [Matn]: O. S. Vinokurova // Rossiya davlat pedagogika universiteti materiallari. A. I. Gertsen. - 2008. - No 67. - B. 362-364.
- [6]. Vygotskiy, L. S. To'plangan asarlar [Matn]: 6 jildda / ed. V.V. Davydov. - M.: Pedagogika, 1982. - T. 2: Umumiy psixologiya muammolari. - 504 b.

BADIIY MATN ASOSIDA TALABALARNING KOMMUNIKATIV KOMPETENSIYASINI OSHIRISH USULLARI

F. Shukurova¹

Annotatsiya:

Ushbu maqolada kommunikativ kompetensiya haqida tushuncha va ba'zi olimlarning kommunikativ kompetensiya haqida fikrlari, shuningdek, badiiy matn(hikoyalar)asosida talabalarning kommunikativ kompetensiyasini rivojlantirish masalalari hamda usullariga bag'ishlangan bo'lib, badiiy hikoyalar asosida bajariladigan bir nechta mashqlarni ham o'z ichiga olgan.

Kalit so'zlar: kommunikativ kompetensiya, kommunikativlik, muloqot, badiiy hikoyalar, leksik kompetensiya, tanqidiy fikrlash.

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Hozirgi zamonning yoshlarga qo'yayotgan eng dolzarb talablaridan biri bu tillarni o'rganish hamda ular orqali muloqot qilish qobiliyatini shakllantirish hisoblanadi. Ingliz tili esa til o'rganuvchilar orasida eng keng tarqalgan til hisoblanadi. Bundan tashqari yurtimizda xorijiy mamlakatlar bilan xalqaro aloqalar yildan yilga yaxshilanib bormoqda bu esa o'z o'zidan xorijiy mamlakatlar bilan o'zaro iqtisodiy, siyosiy, madaniyatlararo munosabatlarning rivojlanishiga ham olib keladi, shunday ekan, xorijiy tilni faqat o'rganibgina qolmay, uni har sohada mohirlik bilan qo'llash, muloqot qilish muhim hisoblanadi.

Mamlakatlar va ularning xalqlari o'rtasidagi aloqalarning rivojlanishi tillarni o'rganishga kommunikativ yondashuv usulini asosiy o'ringa olib chiqdi. Negaki, aynan ushbu yondashuv usulidan foydalanib xorijiy tillarni o'qitilganda turli madaniyat vakillarining o'zaro muloqoti va hamkorligini qamrab olish mumkin. Ushbu nuqtayi nazarda, til o'rganish maqsadi va mazmuni ham o'zgaradi ya'ni til o'rganishdan maqsad uni o'rganibgina qolmay balki asosiy o'rinda muloqot qilish turadi.

Chet tilini o'qitish uchun material tanlayotganda tili o'rganilayotgan mamlakatning madaniy, ilmiy va iqtisodiy sohalarini ham qamrab oladigan manbaa tanlash talabalarning kommunikativ bilimlarini oshirishga xizmat qiladi.

“Kommunikativ kompetensiya” tushunchasi inglizcha “communication” “muloqot qilish” hamda “kompetensiya” esa A.V. Xuturovskiyning fikricha, predmet va jarayonlarning ma'lum doirasiga nisbatan shakllanuvchi shaxsning o'zaro bog'liq bo'lgan sifatleri (bilimlar, qobiliyatlar, malaka va ko'nikmalar, faoliyat usullari) majmuasi bo'lib, ularga nisbatan sifatli va samarali ta'sir ko'rsatish demakdir [2]. Kommunikativ kompetensiya bu muloqot jarayonida lingvistik (shu jumladan sotsiolingvistik) vositalarni qabul qilish va uzatish kabi jarayonlardan iborat bo'lgan murakkab tushunchadir. Bundan tashqari u mamlakatshunoslik, ijtimoiy-madaniy hayot, etiket, xulq-atvor, dunyoqarash kabi tushunchalar bilan ham uzviy bog'liqdir.

Talabalarda kommunikativ kompetensiyani rivojlantirish jarayoni birinchi navbatda o'rganilayotgan tilning leksik vositalarni o'zlashtirishga asoslanadi. Ushbu maqsadga erishishning eng maqbul usullaridan biri bu adiblar badiiy hikoyalarining original matnidan foydalanishdir.

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Masalan, mohir hikoyanavis adib Somerset Moemning “Chumoli va chigirtka” (“The Ant and the Grasshopper”) hikoyasini oladigan bo’lsak. Ushbu hikoya asosida talabalar bilan birgalikda ularning kommunikativ kompetensiyasini oshiruvchi bir qancha mashg’ulotlar o’tkazish mumkin. Ushbu mashg’ulotlar 8 akademik soatga mo’ljallangan bo’lib, hikoya asosida maxsus qo’llanma yaratiladi, qo’llanmaning har bir darsi original matndan, notanish so’zlar va iboralar ro’yxatidan, leksik mashqlardan va muhokama qilish uchun vaziyatlardan iborat bo’ladi. Ushbu mashg’ulotlar til bilish darajasi (CEFR) B2 va undan yuqori bo’lgan talabalarga mo’ljallangan bo’lib, unda birinchi navbatda talabalarining muloqot qobiliyatini rivojlantirishga alohida e’tibor beriladi. Har bir dars talabalarining so’z boyligini kengaytirishga va bundan tashqari berilgan vaziyatlarda o’rganilayotgan chet tilida erkin muloqot qilish ko’nikmalarini egallashga qaratilgan bo’ladi.

Adibning ushbu hikoyasi o’zining leksik rang barangligi va hikoya ichiga joylashtirilgan masal ko’rinishidagi noodatiy syujeti bilan ham talabalarining hayratiga va adabiy bilimlarini oshishiga sabab bo’lishi mumkin. Hikoyadagi jonli dialoglar talabalarining so’zlashuv leksikasini oshirishga ham xizmat qiladi.

Talabalarining kommunikativ kompetensiyasini rivojlantirish uchun hikoya asosida quyidagi mashqlarni bajarish mumkin:

Birinchi mashqda original matndan ma’lum bir so’zlar tanlab olinadi talabalar esa ushbu so’zlarning ta’rif (description)ini aytib berishlari kerak.

Ikkinchi mashqda ham talabalarining leksikasini boyitish jarayoni davom etadi ya’ni bunda talabalar hikoyadan tanlab olingan so’zlar asosida so’z birikmalari tuzishlari kerak.

Uchinchi mashq orqali talabalarga hikoya asosidagi lug’atning so’zlariga ma’nodoshlar topish vazifa qilib beriladi. Bu orqali talabalar so’zlarning stilistik bo’yoqdorligini farqlash, ularni to’g’ri o’rinlarda qo’llay olish ko’nikmalarini rivojlantiradilar.

To’rtinchi mashq hikoyani qisqacha xulosalash. Ushbu mashq orqali talabalarda kommunikativ kompetensiyani rivojlantirishda muhim hisoblangan analiz qilish, tanqidiy fikrlash kabi qobiliyatlarni takomillashtirish mumkin.

Beshinchi, ushbu hikoya syujeti asos qilib olinib talabalar o’zlarining yangi hikoya versiyalarini yaratishadi. Bu mashq orqali talabalar ega bo’lgan kommunikativ bilimlarini kreativ usulda aktivlashtirishadi.

Xulosa o’rnida shuni aytish mumkinki, badiiy matn asosida talabalarining kommunikativ kompetensiyasini rivojlantirish nafaqat ularning leksik salohiyatini oshiradi balki, analitik, kognitiv, tanqidiy fikrlash, kreativlik qobiliyatlarini ham rivojlantirishga xizmat qiladi.

Foydalanilgan adabiyotlar ro’yxati:

[1]. W. Somerset Maugham. *The complete short stories of W. Somerset Maugham*. Vol.1. Heinemann. London.1951. P. 95-99.

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**TIL O'RGANISHDA SUMMATIV, FORMATIV BAHOLASH VA FIKR MULOHAZALAR:
O'QUVCHILARNING TARAQQIYOTIGA YO'L -YO'RIQ KO'RSATISH VA O'QITISH
OMILLARINI MOSLASHTIRISH UCHUN DOIMIIY BAHOLASH STRATEGIYALARI VA
FIKR MULOHAZALARIDAN FOYDALANISH**

D. Amiritdinova¹, A. Qurbonova²

Annotatsiya:

Baholash har qanday ta'lim tizimining ajralmas qismi bo'lib, o'qitish va o'qitish jarayonlarining samaradorligi haqida qimmatli tushunchalarni beradi. Baholashning keng tarqalgan ikkita usuli yig'indiviy va formativ baholash tizimlari. Ushbu maqola ushbu baholash tizimlarini qiyosiy tahlil qilish ularning ta'riflari, maqsadlari, usullari, afzalliklari va cheklovlarini muhokama qilishga qaratilgan. Summativ va formativ baholash tizimlarining o'ziga xos xususiyatlari va qo'llanilishini tushunib, o'qituvchilar va siyosatchilar ta'lim natijalarini yaxshilash uchun ongli qarorlar qabul qilishlari mumkin.

Kalit so'zlar: o'yinlashtirish, Kahoot, Quizlet, til ko'nikmalari, talabalar motivatsiyasi, faollik, so'z boyligini o'zlashtirish.

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Baholash tizimlari ta'lim dasturlari, o'quv rejasi, o'qitish metodikasi va o'quvchilar yutuqlari samaradorligini baholashda hal qiluvchi rol o'ynaydi. Baholashning turli yondashuvlari orasida umumlashtiruvchi va formativ baholash tizimlari ta'lim muassasalarida keng qo'llaniladi. Ikkala tizim ham ta'lim jarayonlarini baholash maqsadiga xizmat qilsada, ular o'z yo'nalishi vaqti va usullari bilan farqlanadi. Ushbu maqola umumlashtiruvchi va formativ baholash tizimlarining xususiyatlarini afzalliklari va cheklovlarini o'rganishga qaratilgan bo'lib, o'qituvchilar va siyosatchilarga ongli qarorlar qabul qilishda yordam berishi uchun qiyosiy tahlilni taqdim etadi.

Summativ baholash tizimi. Summativ baholash - o'quv kursi davr yoki bilim kabi o'quv davri yakunida o'quvchining bilim, ko'nikma yoki malakalarini o'lchash uchun qo'llaniladigan baholash turi. Uning asosiy maqsadi o'quvchilarning ta'lim natijalarini belgilangan mezonlar yoki etalonlar to'plamiga nisbatan baholashdan iborat. Davom etayotgan va yaxshilash uchun fikr-mulohazalarni taqdim etuvchi formativ baholashdan farqli o'laroq, yig'indiviy baholash odatda yakuniy hisoblanadi va o'quvchining umumiy bahosi yoki sertifikatiga hissa qo'shadi.

Summativ baholashning asosiy xususiyatlari:

- Yakuniylik: o'quv davri orasida boshqariladi. (Masalan, yakuniy imtihonlar, yakuniy loyihalar).

- Baho: Ko'pincha o'quvchining yakuniy baholashiga ta'sir qiluvchi ball yoki bahoga olib keladi.

- Standartlashtirilgan: izchil formatlarga amal qilishi mumkin, ayniqsa standartlashtirilgan testlardan (masalan, milliy imtihonlar).

- Muvaffaqiyatga e'tibor qaratish: O'quvchining butun kurs yoki bilim davomida erishgan yutuqlarini o'lchaydi.

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Summativ baholashning umumiy shakllari:

- Imtihonlar: Kun orasida o'tkaziladigan ko'p tanlovli, insho yoki qisqa javobli testlar.
- Standartlashtirilgan testlar: Talabalarning milliy yoki xalqaro standartlarga nisbatan bilimlarini baholash uchun keng ko'lamli imtihonlar qo'llaniladi.

- Yakuniy loyihalar: Dars davomida o'rganilgan bilimlarni qo'llashni talab qiladigan keng qamrovli loyihalar yoki hujjatlar qo'llaniladi.

- Portfoliolar: Vaqt o'tishi bilan o'rganishdagi muvaffaqiyat va o'zlashtirishni ko'rsatadigan talabalar ishlari to'plami.

Summativ baholashning afzalliklari:

Maqsadli baholash : Kurs yoki dastur oxirida talaba yutuqlarining aniq o'lchovini beradi.

O'quvchilar uchun motivatsiya: Yakuniy baholashning yakuniyligi o'quvchilarni material bilan shug'ullanishga undashi mumkin.

Summativ baholashning tanqidlari:

Cheklangan fikr -mulohazalar shakllantiruvchi baholashdan farqli o'laroq, yig'indiy baholashlar yaxshilanish uchun kam fikr bildiradi.

Sinov tashvishi: Yuqori darajadagi sinovlar tashvish tug'dirishi mumkin, bu esa ishlashga to'sqinlik qilishi va haqiqiy qobiliyatni aks ettirmasligi mumkin.

Summativ baholashda texnologiyaning roli:

Texnologiya summativ baholashning yangi formatlarini, jumladan, onlayn imtixonlar, raqamli portfollar va avtomatlashtirilgan baholash tizimlarini joriy qildi. Ushbu innovatsiyalar ko'proq moslashuvchanlik baholash tezligi va muammolarni hal qilish va tanqidiy fikrlash kabi murakkab ko'nikmalarni sinab ko'rish imkoniyatlarini taklif etadi.

Samarali summativ baholash uchun eng yaxshi amaliyotlar:

Aniq mezon: Adolatni ta'minlash uchun rubrikalar yoki aniq baholash mezonlaridan foydalaning.

Ta'lim maqsadlariga moslashish: Kurs nimani o'rgatish maqsadini baholash o'lchovlarini ta'minlang.

Ko'p usullar: Keng ko'lamli ko'nikmalarni baholash uchun har xil turdagi baholashlarni (masalan, testlar, loyihalar) birlashtiring.

Summativ va formativ baholash usullari va vositalari:

Shakllantiruvchi baholash: Formativ baholash o'qituvchilar tomonidan o'quvchilarning o'zlashtirishlarini kuzatish, doimiy fikr -mulohazalarni bildirish hamda o'quvchilarga ham, o'qituvchilarga ham kuchli tomonlar va yaxshilash yo'nalishlarini aniqlashda yordam beradigan uzluksiz jarayondir. Maqsad yakuniy baholarni qo'yish emas, balki ta'lim jarayonida o'rganishni kuchaytirish.

Shakllantirishning umumiy usullari va vositalari:

1. Viktorinalar (past stavkalar): Dars davomida talabalarning tushunchalarini tekshirish uchun foydalaniladigan qisqa, norasmiy viktorinalar.

Vositalar: Google forms, Kahoot, Quizlet, Socrative.

2. Kuzatishlar: O'qituvchilar o'quvchilarning xatti-harakatlari va o'zaro munosabatlarini kuzatib boradilar ularning tushunishlari ishtiroki va ko'nikmalarini rivojlantirish.

Vositalar: Tekshirish varaqlari xatti-harakatlar ko'nikmalar uchun rubrikalar, anekdot yozuvlari.

3. Sinf muhokamalari: O'qituvchilarga savol-javob berish va ularning mavzu bo'yicha tushunchalarini aniqlash uchun guruh muhokamasiga ko'maklashishni o'z ichiga oladi.

Vositalar: o'yab ko'ring, juft bo'ling, sakratik seminarlar, muhokama forumlari.

4. Chiqish chiptalari:

Dars oxirida to'plangan tezkor yozma javob, u yerda o'rganganlarini umumlashtiradilar yoki o'zlarida mavjud bo'lgan savolni qo'yadilar.

Vositalar: yozuvli stikerlar, Google sinf xonalari va onlayn shakllar.

5. Tengdoshlarni baholash va fikr-mulohazalar:

O'quvchilar bir-birlarining ishini aniq mezonlar yordamida baholaydilar, o'quv maqsadlarini tushunishni kuchaytirish va o'z taraqqiyoti bo'yicha istiqbolga ega bo'lish.

Vositalar: tengdoshlar uchun fikr-mulohaza shakllari, Google Doc (birgalikda sharhlash uchun)

6. O'z-o'zini baholash.

O'quvchilarni o'z ishlari va o'quv jarayoni haqida fikr yuritishga undaydi.

Vositalar: o'z-o'zini baholash uchun nazorat ro'yhatlari, aks ettirish jurnallari.

7. O'quv jurnallari va portfelli:

O'quvchilarga vaqt o'tishi bilan o'z bilimlarini namoyish qilish imkonini beruvchi o'quvchilar taraqqiyotining davom etayotgan yozuvlari.

Vositalar: Raqamli portfellar, google saytlari, an'anaviy daftarlar.

8. Kontsepsiya xaritalari va grafik organayzerlar:

O'quvchilar uchun o'z fikrlarini tartibga solish va tushunchlar o'rtasidagi munosabatlarni tushunishlarini ko'rsatish uchun vizual vositalar.

Vositalar: MindMister, Lucidchart, qo'lda chizilgan xaritalar.

Summativ baholashning umumiy usullari va vositalari:

1. Yakuniy imtihonlar:

Kurs yoki bo'lim davomida o'qitiladigan barcha materiallarni qamrab oluvchi kompleks testlar.

Vositalar: Qog'ozga asoslangan imtihonlar, Google shakllari, doska, modul.

2. Muddati tugaydigan loyihalar yoki tadqiqot ishlari:

O'quvchilardan dars davomida olgan bilim va ko'nikmalarini murakkab masala yoki savolga qo'llashni talab qiluvchi topshiriqlar.

Vositalar: matnni qayta ishlash dasturi (Google docs, Microsoft word) taqdimot dasturi (google slides, power point)

3. Portfellar: Talabaning vaqt o'tishi bilan qilgan ishlarining saralangan to'plami, ularning eng yaxshi harakatlari va yutuqlarini namoyon etadi.

Vositalar: Seasan, Google saytlari yoki bosma nusxalar to'plamlari kabi raqamli portfel platformalari.

4. Taqdimotlar: Asosiy tushunchalar yoki tadqiqot natijalarini umumlashtiruvchi rasmiy og'zaki yoki vizual taqdimotlar.

Vositalar: Power Point, Canva yoki an'anaviy plakat taxtalari.

5. Faoliyatga asoslangan baholashlar:

Talabalar o'ziga xos ko'nikma yoki malakalarni ilmiy tajriba yoki musiqiy chiqish kabi amaliy topshiriqlar orqali namoyish etadilar.

Vositalar: Ishlash rubrikalari, video yozuvlar (Flipgrid, Loom)

6. To'planib boradigan loyihalar:

Bir necha darslar yoki birliklardan tarkibni sintez qilishni talab qiluvchi yirik loyihalar.

Vositalar: Loyiha boshqaruv platformalari (Trello, Google drive).

7. Ko'p tanlovli testlar:

Keng miqyosidagi standartlashtirilgan testlar uchun ham birlik yakuni bo'yicha imtihonlar uchun ham qo'llaniladigan umumlashtiruvchi baholashning umumiy shakli.

Vositalar: Test generatorlari, (Google shakllari, Edmodo)

Xulosa: Ham summativ, ham formativ baholash tizimlari ta'lim jarayonlarini baholashda qimmatli vositadir. Summativ baholash natijalarni har tomonlama baholashni ta'minlashda, formativ baholash doimiy fikr-mulohaza va yordamni taklif qiladi. O'qituvchilar va siyosatchilar o'quvchilarning faolligini rag'batlantiradigan, shaxsiylashtirilgan o'qitishni qo'llab-quvvatlaydigan va umumiy ta'lim natijalarini yaxshilaydigan samarali baholash strategiyalari ishlab chiqish uchun ikkita tizimning o'ziga

xos xususiyatlari va afzalliklarini hisobga olishlari kerak. Ham summativ, ham formativ baholash tizimlarining elementlarini o'z ichiga olgan muvozanatli yondashuv ta'lim samaradorligining yaxlit ko'rinishini ta'minlash va o'qitish va o'qitish amaliyotini doimiy ravishda takomillashtirishga hissa qo'shishi mumkin.

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- [5]. Sadler, D .R (1989) *Formative Assessment and the Design of Instructional systems. Instructional Science ,18,119-144.*
- [6]. Marzano, R, J (2006) *Classroom Assessment and Grading That Work .ASCD*
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SEMANTIC MEANING OF ENGLISH PROVERBIAL CONSTRUCTIONS WITH HUMAN EVALUATION

*H. Ibodilloeva*¹

Abstract:

The present article is devoted to investigation of the semantic features of English proverbs with human evaluation. The author analyzes the semantic essence of proverbs, their pragmatic functions. Theoretical analysis of the article is proved by examples of English proverbs with human evaluation.

Key words: proverb, proverbial construction, human evaluation, paremiology, semantic meaning, pragmatic function.

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Proverbs and sayings differ markedly in their structural or semantic features. Here is what V.I. Dahl writes about this: "Proverbs are a short parable... this is a judgment, a verdict, a teaching, expressed in a roundabout way and put into circulation, under the stamp of nationality. A proverb is a roundabout expression ... obliquely, but without a parable, without judgment; this is one of the first half of the proverb" [V.I. Dahl, 1998, p. 8].

It is quite obvious that paremias have a wide and frequent use to reinforce their own thoughts, to convince their words with reference to the national wisdom and centuries-old experience of the people. Semantic content is indicative in proverbial expressions, which, on the one hand, is universal and commonly used, but, on the other hand, metaphorical and specific, allowing them to be used for a certain life situation. Proverbs or proverbial expressions give a statement a special vividness, brightness and expressiveness. If we turn to the period of the appearance of the first proverbs and sayings, it should be pointed out that even the ancient Greeks and Romans used them and respected them as examples of folk wisdom. Aristotle considered proverbs a stylistic decoration of speech. The fund of proverbial formations developed at different times and epochs, it was replenished each time with new units reflecting new facts, phenomena, events, and persons, which is associated with an indisputable proof of their wisdom. In addition, proverbs are of interest in terms of their national and cultural semantics, because they reveal the peculiarities of national and ethical nature, public order, folklore, fiction, art, everyday life and customs of different peoples of the world. Each language has its own treasury of paremiological units, as a mirror reflecting the history, culture, and way of life of its speakers.

Proverbs transmit the national identity and national mentality of a certain people or ethnic group from generation to generation and become an important feature in the formation of a picture of the world. For this reason, proverbs are considered to be those linguistic units that describe or reveal the peculiarities of the national mentality. However, proverbs can evoke individual associations and imaginations in a person, as a representative of a certain ethnic group, as well as a degree of perception. This is due to the fact that the image of the world of each nation is based on its own system of objective meanings, social stereotypes and cognitive schemes.

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Proverbs are characterized by a figurative, allegorical meaning, which allows them to be used in relation to many phenomena. Ambiguity makes proverbs necessary in everyday speech and provides an opportunity to define a particular phenomenon for practical purposes. There is a fair idea that paremias transmit unwritten laws, rules and orders of people's social life from generation to generation. The truth conveyed by the semantics of proverbial constructions is undeniable. Proverbs enhance the imagery and expressiveness of speech. Many linguists, studying proverbs of different languages, came to the consensus that, being a creation of the people, proverbs belong to folklore, but at the same time occupy an intermediate position between the units of language and folklore, more precisely: they relate to both language and folklore at the same time [G.L. Permyakov, 1988, p. 38].

Since the object of this study was proverbial formations or proverbs, more attention will be paid to proverbial concepts. This term was introduced by E.V. Ivanova, who believes that "a proverbial concept is knowledge that can be obtained based on the analysis of proverbs about a particular mental entity designated by the word" [E.V. Ivanova, 1998, p. 62-63]. In proverbial concepts, the object of study is the paremiological foundation of the language, which records the life experience of a certain people. Proverbial concepts, as a special group of linguistic means, reveal the value system of a particular nation or national traditions. In this perspective, the proverbial picture of the world stands out, that is, the picture of the world objectified in units of a proverbial nature, reflecting the intellectual and emotional attitude of the people to the objects and phenomena of the surrounding world.

Proverbs criticize laziness: A long tongue is a sign of short hand – Someone who speaks a lot, but works a little = Гап десанг қопқоқ, иш десанг – бетоб; Гапга шошма, ишга шош.

In proverbs bad habits are also denied: What soberness conceals, drunkenness reveals – A drunken man can say what he keeps in his mind in sober state.

Proverbs laugh at fools: A fool always rushes to the fore; Аҳмоқнинг киссаси тешиқ.

The semantics of proverbs demonstrates unequal rights of the rich: Thief passes for a gentleman when stealing has made him rich; One law for the rich, and another for the poor; Оғзи қийшиқ бўлса ҳам, бой ўғли кулсин.

Proverbs teach us to be wise: Never put off till tomorrow what you can do today; Time is a good healer; От айланиб, айланиб, қозиғини топар.

Proverbial constructions teach people to have a healthy lifestyle, intent to work and get knowledge: Virtue is her (или its) own reward; Ишламаган тишламайди.

Friendship is praised in proverbs: A friend in need is a friend indeed = Дўст кулфатда билинар.

Most of proverbs demonstrate positive mark: Actions speak louder than words = Гап билгунча – иш бил [K.M. Karomatova, H.S. Karomatov, 2000, p.4]. The transferred meaning of proverbs can be total and partial: Too many cooks spoil the broth = Чўпон кўп бўлса, қўй ҳаром ўлади.

There are proverbs with metaphorical transformation: Among the blind the one-eyed man is king; Ҳар кимники ўзига ой кўринади кўзига.

Some proverbs realize comparative meaning: Blood is thicker than water; Ҳечдан кўра кеч.

One of the main distinguishing features of proverbs is the absence of polysemy in their meaning. In other words, proverbs actualize only one semantic meaning. Based on this, each probiotic formation corresponds to a specific contextual environment and is therefore used with extreme caution and a specific purpose in a given situation. The unsuccessful use of proverbial sayings in inappropriate contexts leads to misunderstanding of participants in speech communication.

If a daughter looks like her mother: Like mother, like child = Онасини кўриб қизини ол.

If a wise person makes a mistake: A good marks man may miss = Ҳар тўқисда бир айб;
Айбсиз Парвардигор; Ойда ҳам доғ бор.

Proverbs give advises: Wit is better than wealth; Love cannot be forced; First think, and then speak; A good Jack makes a good Jill; Every dog has his day; Don't wash your dirty linen in public.

Thus, the proverbial picture of the world describes the conceptual system of knowledge about the world, within the framework of the national mentality. With metaphorical sayings, it conveys conceptual structures in which knowledge about the world is explicated.

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THE ROLE OF VOCABULARY IN THE DEVELOPMENT OF LANGUAGE SKILLS FOR ESL STUDENTS

N. Muminova ¹

Abstract:

Vocabulary acquisition is crucial in the development of language skills for English as the Second Language (ESL) students. This article explores the integral role of vocabulary in enhancing listening, speaking, reading, and writing skills for ESL learners, drawing upon insights from both Uzbek and foreign linguists. While grammar and syntax are essential components of language learning, vocabulary serves as the foundation that allows learners to effectively communicate, understand texts, and express their ideas. The paper examines various teaching methodologies, ranging from traditional rote memorization to modern context-based approaches, and their impact on vocabulary retention and language proficiency. The findings suggest that robust vocabulary teaching methods are essential for improving overall language competency for ESL students.

Key words: vocabulary acquisition, ESL, language development, language skills, lexical competence, teaching methodologies.

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Introduction. The acquisition of vocabulary plays a pivotal role in the language development of ESL students, as it serves as the foundation upon which other language skills—listening, speaking, reading, and writing—are built. Vocabulary allows learners to understand spoken and written communication, construct meaningful sentences, and engage in conversation effectively. According to Wilkins, "Without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed [14,68]." This statement emphasizes the central role of vocabulary in language learning.

Vocabulary acquisition has been the focus of many studies, as both the depth and breadth of lexical knowledge significantly influence overall language proficiency. Uzbek linguists such as Akhmadjonova and Rakhimov have contributed to research on the importance of vocabulary in language development, especially in multilingual contexts. Similarly, foreign scholars, including Nation and Schmitt, have highlighted vocabulary as a core component of second language acquisition (SLA).

This article delves into the role of vocabulary in the development of language skills for ESL students. By examining the relationships between vocabulary knowledge and listening, speaking, reading, and writing, this study sheds light on effective approaches for teaching vocabulary. Furthermore, the article compares traditional and modern methods of vocabulary instruction and offers insights into how these strategies can be adapted to enhance ESL students' language proficiency.

Vocabulary and language skills development for ESL students. Vocabulary and listening skills. Listening is a receptive skill that requires learners to decode meaning from spoken input. Without an adequate vocabulary, ESL students struggle to comprehend conversations or lectures, especially when encountering unfamiliar words or phrases. As Goh and Burns pointed out, listening comprehension is dependent on the ability to recognize and understand the words being spoken. For ESL learners, the challenge is even more significant

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when listening to native speakers who may use idiomatic expressions or complex sentence structures.

Laufer and Nation emphasize that vocabulary size directly correlates with listening comprehension. ESL students with a limited vocabulary may miss critical details in spoken language, leading to misunderstandings or incomplete comprehension. In Uzbek contexts, Rakhimov demonstrated that vocabulary-focused listening exercises, such as listening to stories or dialogues, can enhance learners' ability to understand and retain new words. For ESL learners, incorporating listening activities that introduce new vocabulary in context can improve both their listening skills and overall language comprehension [10,36].

Vocabulary and speaking skills. Speaking is a productive language skill that relies heavily on the ability to recall and use vocabulary accurately and fluently. Vocabulary depth—how well a learner knows a word and its various meanings—is essential for effective communication. According to Schmitt, ESL students with limited vocabulary often face difficulties in spontaneous conversations, leading to hesitations, overuse of simple words, or communication breakdowns.

Uzbek linguists, such as Akhmadjonova, have explored how vocabulary teaching can be used to improve speaking skills in multilingual classrooms. Task-based learning (TBL), where students use new vocabulary in real-life speaking situations, has been found to be particularly effective in enhancing speaking fluency [1,49]. For ESL students, incorporating vocabulary into speaking tasks such as debates, interviews, or group discussions provides opportunities to actively practice new words. This not only reinforces lexical knowledge but also boosts confidence in speaking.

Moreover, research by Thornbury highlights that ESL students benefit from explicit teaching of word collocations and phrases, as these allow for more natural and fluent speech. Knowing which words commonly occur together improves learners' ability to construct meaningful and accurate sentences, thus enhancing speaking proficiency.

Vocabulary and reading skills. Reading comprehension is another skill that is closely tied to vocabulary knowledge. ESL students must recognize a significant proportion of the words in a text to understand its meaning. Nation suggests that learners need to understand 95% of the words in a text to achieve adequate comprehension. This percentage represents the "vocabulary threshold" for reading; below this threshold, learners struggle to infer meaning and often rely on translation, which interrupts the reading process [8,94].

In Uzbekistan, vocabulary development is a key aspect of reading instruction for second-language learners. Rakhimov points to extensive reading programs as an effective way of increasing ESL students' vocabulary knowledge. These programs encourage learners to read a wide range of texts, from simplified readers to authentic materials, exposing them to new vocabulary in diverse contexts. Repeated exposure to words through reading helps to solidify their meaning and improve reading fluency.

Additionally, Laufer and Sim argue that ESL students benefit from reading activities that are supplemented with vocabulary exercises, such as glossaries, word maps, or pre-reading vocabulary tasks. These techniques help students focus on understanding new vocabulary and enable them to apply it in future reading tasks.

Vocabulary and writing skills. Writing is perhaps the most vocabulary-intensive language skill, as it requires learners to draw upon a wide range of words to express their thoughts, ideas, and arguments effectively. According to Richards and Renandya, ESL students with a limited vocabulary often produce simplistic texts, relying on basic sentence structures and repetitive language. Expanding a learner's vocabulary can significantly improve the complexity and richness of their writing.

Akhmadjonova emphasizes that for Uzbek ESL learners, writing tasks that focus on vocabulary development can lead to substantial improvements in writing ability [2,131]. For instance, assignments that require learners to use synonyms, antonyms, or more advanced

vocabulary encourage them to think critically about word choice and sentence construction. Similarly, providing learners with feedback on their lexical usage can help them refine their writing style and make more sophisticated word choices.

Nation also highlights the importance of teaching word families, prefixes, and suffixes as part of vocabulary instruction for writing. Understanding how words are formed enables learners to expand their vocabulary more efficiently and apply this knowledge in their written work.

For ESL students, this approach is particularly useful in academic writing, where precision and variety in vocabulary are key to producing high-quality essays or reports.

Methods for teaching vocabulary to ESL students. Traditional vocabulary teaching methods typically involve rote memorization, repetition, and translation exercises. While these approaches can be effective for short-term vocabulary retention, they often do not promote deep learning or long-term retention. According to Schmitt, traditional methods tend to focus on word lists or flashcards, which may help learners memorize isolated words but do not encourage meaningful use of vocabulary in context.

In Uzbek classrooms, Akhmadjonova notes that vocabulary is often taught through translation and direct instruction, with teachers providing definitions and explanations of new words. Although this method can help learners build a basic vocabulary, it does not equip them to use the words actively in speaking or writing tasks. For ESL learners, traditional methods alone may not be sufficient to develop lexical competence.

Modern vocabulary teaching approaches, such as task-based learning (TBL) and content-based instruction (CBI), focus on integrating vocabulary into meaningful tasks and activities. These approaches encourage learners to use new words in real-life situations, which promotes deeper understanding and long-term retention of vocabulary.

Task-based learning involves engaging learners in tasks that require them to use specific vocabulary to complete a goal. For example, in a TBL lesson, ESL students might participate in a role-play activity where they must use vocabulary related to shopping, travel, or other real-life scenarios. As Ellis points out, task-based learning allows learners to practice using vocabulary in context, reinforcing their ability to recall and use words in practical situations.

Content-based instruction (CBI), on the other hand, integrates vocabulary teaching into subject matter lessons. For instance, an ESL science lesson might focus on teaching vocabulary related to biology or chemistry. By learning vocabulary in the context of academic content, learners are able to see how words are used in authentic texts, which improves their comprehension and ability to use the vocabulary in other contexts [3,81].

Moreover, Nation suggests that technology can be an effective tool for teaching vocabulary to ESL students. Digital tools such as vocabulary apps, online flashcards, and language learning platforms provide interactive and personalized ways for learners to practice new words. These tools offer multiple exposures to vocabulary through games, quizzes, and multimedia content, which can enhance retention and help learners build a stronger vocabulary.

Vocabulary is undeniably fundamental for ESL students' language development as it forms the backbone of all four core language skills: listening, speaking, reading, and writing. Without an adequate vocabulary, learners face significant challenges in both comprehension and expression. Research by both Uzbek and international linguists has shown that vocabulary acquisition plays a key role in second language learning. Uzbek linguists such as Akhmadjonova and Rakhimov, alongside international scholars like Nation and Schmitt, have highlighted the significance of not just the breadth of vocabulary, but also the depth of lexical knowledge for effective communication. The article has explored how vocabulary influences each language skill, with listening requiring learners to recognize and understand spoken input, speaking relying on accurate and fluent vocabulary use, reading demanding

recognition of words to understand texts, and writing requiring a wide range of vocabulary to express ideas effectively. Modern vocabulary teaching methods, such as task-based learning (TBL) and content-based instruction (CBI), have been shown to be more effective in promoting deeper learning and long-term retention of vocabulary compared to traditional rote memorization techniques. By integrating vocabulary learning into meaningful tasks and contexts, ESL students are more likely to internalize and actively use new words in both academic and everyday settings.

Conclusion. The use of digital tools and technological aids, such as language learning apps, has also emerged as a valuable resource for enhancing vocabulary learning. These tools provide engaging and interactive ways for students to practice new words, making vocabulary acquisition more efficient and enjoyable. A well-rounded vocabulary teaching approach that includes both traditional methods for foundational learning and modern approaches for practical application is essential. Such an approach ensures that ESL students are not only able to comprehend and use vocabulary in isolated instances but also in meaningful, real-life communication. Teachers must adopt methods that foster active vocabulary usage and promote deeper understanding, enabling students to reach a higher level of language proficiency.

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COMPUTER-AIDED ASSESSMENT- A REVOLUTION IN EVALUATING LEARNING*Sh. Obidjonova ¹**Abstract:*

Education is a tool which provides students with knowledge, information, skill, technique, facilitate them to be informed their duties and rights in society as well as the nation. With a development of new technologies and opportunities of traditional teaching aids teachers and students should not limit their cooperation to classroom activities only. This thesis covers specific issues to develop critical thinking, train learning strategies, and increase students' autonomy in their attempts to practice English outside the classroom computer-aided language learning is an available instrument, that can provide an additional learning environment for both students and teachers, enhance language learning through involving additional resources.

Key words: computer-aided assessment, language learning, classroom activities, information, learning environment, assessment softwares, platforms.

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Virtually every language learner worldwide is to a lesser or greater extend, a user of computers, the Internet, iPods, cell phones, the Web and other common cyber technology. It is no surprise, then, that an overwhelming number of language courses utilize some form of Computer-assisted language learning (CLL) to achieve their goals as recent publication show (H.D.Brown, 2007 b).

Computer-based language courses supply learners with plenty of language learning and professionally oriented materials and allow student to work at their own pace. Computer-aided tools can be used to strengthen the students' language skills through additional practice and to complete gaps in students' knowledge. Computer-aided assessment is considered one of the most important computer-aided tools.

Computer-aided assessment conveys the use of computers and software to create, administer, and analyze assessments. It has revolutionized the way learning is assessed, offering many advantages over traditional pen and paper methods.

Main components of Computer-aided assessment is mentioned below:

- Item Banks: Digital libraries of pre-written questions and tasks, enabling the creation of diverse assessments.
- Assessment Software: Platforms for creating, administering, and grading assessments, often with features for adaptive testing and personalized feedback.
- Automated Grading: Software that uses algorithms to score objective questions, reducing workload and ensuring consistency in evaluation.

What is Item Banking? Item Banking refers to the development and management of a large pool of high-quality test questions. Items are treated as reusable objects, which allows you to more efficiently publish new test forms. Items are stored with extensive historical metadata to drive validity.

Test forms are published, and immediately are delivered on our integrated digital assessment platform, to be printed to paper, or the items are exported for delivery elsewhere.

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A good item bank is critical for successful digital testing. It ensures the reliability and validity of results and provides a more effective and efficient testing experience. By investing in building and maintaining a high-quality item bank, it can be laid the foundation for successful digital testing now and in the future.

It can be distinguished a lot of types of assessment softwares nowadays. TestGorilla, Pipples, Surpass Assessment, Janison Transparent Language, Testintive, SmallTalk2Me Assessment. It can be utilized a lot of assessment platforms in education nowadays. Assessment platforms are tools or software systems designed to create, administered and manage various types of assessments for evaluating students' skills, knowledge and learning progresses. Although Socrative, Kahoot, Mentimeter, Quizlet, Benchmark Assessment, Google Forms, iSpring Suit, Assessment Generator, Glider Ai Platform, Survey Monkey are very popular all over the world, yet these tools are not used in many remote areas for several reasons and their effectiveness has not been tested. Using Google Forms is simple and convenient way to grade Students' formative or summative assessment. In this platform teacher can create a quiz in a specific content, add questions, customize a quiz preview and send a quiz to students. It is even more convenient to send the results after evaluating the students' work.

Automated-grading system are software tools that use artificial intelligence to assess and grade student work. These system can analyze various types of assignments, including multiple-choice questions, essays and even coding-projects. The purpose of automated grading system is to streamline the grading process, save time for teachers, and provide instant feedback to student.

Implementing an automated grading system in your educational institution can bring numerous benefits:

1. Automated grading systems can significantly reduce the time spent on grading. Instead of manually grading each assignment, teachers can simply input the grading criteria into the system, and it will automatically assess the student work. This allows teachers to focus on other important tasks, such as lesson planning and student support.
2. Automated grading systems ensure consistency in grading by applying the same criteria to all student work. This eliminates the potential for bias or subjective grading. Students can be confident that their work will be evaluated fairly, regardless of who is grading it.
3. One of the key advantages of automated grading systems is the ability to provide instant feedback to students. As soon as a student submits an assignment, they can receive feedback on their performance. This immediate feedback allows students to learn from their mistakes and make improvements in real-time.
4. By automating the grading process, teachers can significantly reduce their workload. This frees up time for teachers to focus on other important aspects of their job, such as lesson planning, student support, and professional development. Automated grading systems can help alleviate the stress and burnout often associated with manual grading.

The following challenges related to computer aided assessment can be listed in general. •

- Cost: Developing and implementing CAA systems can be expensive for institutions.
- Technical Issues: Reliability of software and internet connectivity can pose challenges.
- Equity: Unequal access to technology can create disparities in test-taking opportunities.
- Potential for Cheating: Computer-Aided Assessment systems need to be designed with safeguards against unauthorized assistance.

In conclusion, Computer-Aided Assessment is transforming the way learning is assessed, enabling educators to provide more efficient, reliable, and personalized evaluation. While challenges exist, the continuous development of Computer-Aided Assessment systems

and their integration with cutting-edge technologies promise a future where assessment becomes a powerful tool for enhancing learning outcomes.

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TECHNOLOGICAL TOOLS TO ENHANCE THE FOUR LANGUAGE COMPETENCIES: READING, LISTENING, SPEAKING, AND WRITING

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Abstract:

It is an indispensable fact that the integration of technology in foreign language learning is of crucial importance in the modern educational landscape. Technological tools provide dynamic, engrossing, and personalized learning experiences that help learners enhance the four core language skills: reading, listening, speaking, and writing. This article explores the different ways of how various range of technologies improve each of these competencies with relevant examples of effective tools used in language education today.

Key words: technological tools, four competencies, speech recognition software, e-books, VR, AR, collaborative writing.

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Enhancing Reading Skills through Technology

Regarded as a foundational skill in language acquisition, reading involves comprehension, vocabulary development, and critical thinking. With the use of reading technological tools students can have an access to a wide range of texts and adaptive features to meet their specific learning needs.

E-Books and Digital Libraries. A vast array of reading resources, including graded readers tailored to varying proficiency levels are available through e-books and online digital libraries such as Google Books or Project Gutenberg. [1] Learners find it easy to comprehend new words in context via features like audio narration, integrated dictionaries, and interactive text that emphasize important vocabulary. With the help of these features students have the opportunity to alter the font size, background colors, and reading speed which offer an adaptable reading experience for different learning preferences.

Reading Apps and Software. Reading materials with variety of difficulty levels can be found in apps like Newsela and ReadTheory. [4] In order to identify whether the learners understand the content or not they offer reading comprehension questions, quizzes, and summaries. Personalized learning algorithms modify the texts' level of difficulty according to the learner's reading proficiency that makes it an adaptive learning process.

Interactive E-Reading Platforms. Reading experience can be even more engaging through platforms like Oxford Reading Club and EPIC! which make use of multimedia elements such as videos, images, and hyperlinks. Learners possess a number of opportunities in terms of enhancing their comprehension levels by clicking on words for definitions, listening to audio pronunciations, or viewing context-specific visuals. Tracking systems are often accessible in these platforms that enable learners to keep track of their progress and identify weak areas where they need improvement.

Developing Listening Skills through Technology

Listening is a key competence for language acquisition since it helps learners to have a knowledge regarding intonation, pronunciation, and conversational rhythm. Students are exposed to authentic spoken language in various contexts using technological tools designed

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for listening comprehension and it aids learners to have a better understanding of native speakers.

Podcasts and Audiobooks. Learners are supposed to listen to native speakers discussing different topics, accents, and registers by means of audiobooks and podcasts such as BBC Learning English or Duolingo Podcasts. [2] Provision of transcripts in many podcasts gives learners a chance to follow along and to be excel in both listening and reading comprehension. For auditory learners who get advantage from hearing the pronunciation of words while following the text visually audiobooks combined with printed text are of effective use.

Video-Based Learning Platforms. Websites such as YouTube, FluentU, and TED Talks foster immersive environment for learners with a wide variety of listening materials. The platform of FluentU, for instance add interactive subtitles to real-world videos—like movie trailers, music videos, and news clips transforming them into personalized language lessons. [5] Enhancement of both listening and vocabulary acquisition can be achieved by clicking on unfamiliar words to grasp their definitions, examples, and pronunciation.

Language Learning Apps with Listening Features. Apps like Pimsleur and Rosetta Stone are the ones that highly focus on listening and speaking. An audio-based method is employed in the app Pimsleur where learners listen to native speakers in authentic conversational contexts, aiding them to internalize sentence structures and natural speech patterns. Such resources emphasize on developing conversational fluency by exposing learners to spoken dialogues that are reinforced through memory recall techniques and repetition.

Improving Speaking Skills through Technology

In terms of speaking it should be noted that it is often considered the most challenging skill for language learners, since it compromises both the real-time interaction and the production of accurate language. Interactive methods are utilized in technological tools that target speaking abilities make use of practicing pronunciation, fluency, and conversation.

Software For Speech Recognition. Speech recognition technology is applied in apps like Duolingo and Babbel so as to help learners become fluent and enhance their pronunciation. [1] Learners are supposed to repeat sentences or phrases after which software assesses their accuracy, providing quick feedback. Students are allowed to practice speaking in a controlled environment, gaining confidence prior to participating in conversations in the real-world.

Language Exchange Platforms. Platforms such as HelloTalk and Tandem provide learners with a chance to get connected with native speakers for real-time language exchanges. With the help of these platforms learners can practice speaking in a conversational context, either via text, video chat, or audio. [3] The advantage that language exchange brings is that it gives students an opportunity to interact with fluent speakers and get real-time correction, which improves their conversational skills and gain exposure to natural speech patterns.

Virtual Reality (VR) and Augmented Reality (AR) for Speaking. Virtual settings, such as Mondly VR and ImmerseMe, allow learners to practice imitations in conversations with AI or virtual characters. Contextualized speaking practice is credited by these environments in situations such as making hotel reservations, ordering food at a restaurant, or asking for directions. Due to their immersive nature VR and AR provide students with a safe environment to practice and lessen the anxiety that appears speaking in public.

Enhancing Writing Skills through Technology

Regarded as a complex skill, writing involves grammar, vocabulary, and coherence. Writing-focused technological tools enable learners to practice structured writing, receive feedback, and gradually refine their writing style.

Writing Platforms with Feedback Systems. Instant feedback on writing assignments is offered through tools such as Grammarly and ProWritingAid. [6] These platforms provide thorough explanations for corrections along with checking for errors in grammar,

punctuation, style, and tone. Grammarly suggest ideas for enhancing vocabulary, while ProWritingAid offers style suggestions to improve overall text clarity. With the use of these tools learners are to develop better writing techniques and refine their language use.

Collaborative Writing Platforms. Learners engross in group writing assignments using platforms such as Google Docs and Etherpad, providing opportunities for peer review and real-time communication. [4] By obtaining input from others collaborative platforms assist learners in honing their editing skills and advance their writing. Such tools are of special asset for teachers to give immediate feedback, improving the interactive and dynamic nature of writing process.

Online Writing Courses and Applications. Structured writing exercises are available in apps like Quill and platforms such as Coursera having the goal of developing coherence, grammar, and sentence structure. Quill, for example, has a supply of grammar and writing activities that adjust based on learner's performance, concentrating on areas that require improvement. These tools hold crucial place in fostering learners' both technical writing abilities together with their capability to express clear and coherent ideas.

Conclusion

Technological tools have transformed the process of language acquisition by increasing its personalization, accessibility and interactivity. Technology reinforces all four main language competencies ranging from developing comprehension of reading and listening to practicing fluent speaking and refining writing skills. As language education evolves, the successful integration of these technological tools will continue to be essential for promoting proficiency and fluency in foreign languages.

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THE ROLE OF EMOTIONAL ENGAGEMENT IN LEARNING LANGUAGE: INNOVATIVE METHODS IN TEACHING FOREIGN LANGUAGES

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Abstract:

In this article the impact of emotional engagement on language acquisition and innovative methods to teach a foreign language are explored. Additionally, the article highlights A.J. Hoge's Effortless English method, which emphasizes learning through emotionally engaging contexts to boost student confidence and natural language use. By enhancing emotional connections to the material, these innovative techniques, given below, promote more active participation and deeper comprehension, leading to improved long-term language retention. Through these innovative methods, the teaching of a foreign language can be transformed into a more pleasant and effective experience, offering students not only cognitive rewards but also a lasting emotional connection to the language.

Key words: kin-esthetic learners, emotional engagement, belief, The direct method, Audio-lingual method, Suggestopedia, Communicative language teaching (CLT), Task-based language learning, The Lexical Syllabus, CLIL, Total physical response, Flipped classroom.

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In any fields of language education, emotional engagement is considered as the key factor to reinforce learning process involving memorization, attention, perception and problem solving. While traditional methods center on grammar drills and only memorization of new words, modern researches show that the influence of emotion plays a critical role in how learners obtain effective skills in learning languages. Emotion is the connection for learners to feel the learning process and language in an effective way. Motivation, confidence and powerful memory are cultivated by good emotional state of learners. According to A.J. Hoge's research which is enlightened in his book namely "Effortless English", at the primary stage of learning languages learners gain either pleasant emotion or hateful emotion by utilizing various types of methods. As the world becomes increasingly interconnected, the demand for innovative ways of teaching foreign languages grows significantly, and which pushes educators to investigate new approaches to appeal learners in teaching process. Traditional methods have nearly killed the enthusiasm of most language learners who found traditional approaches completely lifeless and complicated. The main purpose of this article is to demonstrate how important the place of emotional engagement in learning languages and explore innovative methods which is believed as great bridge of teaching languages successfully in modern world.

Neuro-linguistic Programming, a successful psychology system, developed by Richard Bandler and John Grinder, focuses on the psychology of the success, high-performance and motivation, which provides us with accurate experiments related to emotion. According to Grinder and Bandler's research, happy, motivated and energetic people can actually learn better. And they can perform themselves successfully in any field of life. During the learning process, happy learners gain more data and spend shorter time to learning a target topic rather than bored learners. When people feel tiredness, nervousness, stress or broadness, the

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brain functions slowly and struggles to remember information. What do you think? Why do learners feel boredom or nervousness? A.V. Hugo mentioned that in schools, students are practiced to be passive, not active. They sit in chairs, in rows. Sitting for a long time is a low-energy activity. The longer you sit, the more your energy drops and you lose your concentration.

Nearly all of the learners are considered kinesthetic learners who interact with objects through movements and this type of students prefers doing rather than listening to the topic. When they are able to move during the learning process, they can enjoy and their results will be better. Inactivity leads to inactive mind that prolongs the learning process.

Beside the inactivity, there are other factors to effect the emotional state of learners. If learners are embarrassed during the lesson because of their correction by a teacher, they feel more nervous and they try to avoid using that language in real life. Making a mistake is a normal situation, but due to the correction by educators, learners identify that making a mistake makes them shy among peers or classmates. It is so painful for them. If teachers allow learners to realize their own mistakes, this kind of trauma about language does not appear in learner's mind, which let learners absorb the subject successfully.

Moreover, there is something in education, which provides language learners with no benefits: tests and grades. Most learners focus on the tests or grades and they feel if they know the true answer of a question, they know a target language. If they fail it or take a bad grade, they think they are terrible at language learning. And their motivation drops to learn a language. However, learning language is not a test or a grade, it is skill, competence that is combination of ability, skill and knowledge. Therefore, the influence of emotional engagement in learning language can alter the perspective of learners.

To enhance the belief of learners toward a target language, utilizing the relevant methods in teaching is crucial, while traditional approaches are becoming frumpish. At schools Grammar-translation method is valued as a universal, academic and complex way of teaching, even though this approach is too difficult and monotonous for learners. Because this method mostly uses textbooks, lectures, notes and tests.

Graham (1994) investigated the common attributions toward student's success and failure:

- Ability
- Effort
- Task difficulty
- Luck
- Mood
- Help from others

Of course, beside these attributions, the approaches, methods and techniques used in conducting the lesson have a big role in the bright prospective life of learners. And nowadays trying to find an interactive and innovative way of teaching is being in the central part of educator's mind. There are several types of innovative methods which are:

1. The direct method
2. Audio-lingual method
3. Suggestopedia
4. Communicative language teaching (CLT)
5. Task-based language learning
6. The Lexical Syllabus
7. CLIL
8. Total physical response.
9. Flipped classroom

1. The direct method. It is also called natural method and established in England around 1900, as well as, it was adapted by key international schools such as In lingual in 1970s.

This method was developed as a response to the Grammar-Translation method. In this approach learners absorb a knowledge in a foreign language in the same way as when a first language is learnt.

2. Audio-lingual method. Or army method was developed in the USA during 1940s and 1950s after its emergence was largely impacted by the urgent need for people to learn languages during World War II. It relies on drills and repetition to teach a target language.

3. Suggestopedia. In the 1970s Bulgarian psychotherapist Georgi Lozanov suggested this method that uses suggestion to accelerate learning and reduce psychological barriers that learners may have. Organizing a lesson in nature or other comfortable place can be example for this approach.

4. Communicative language teaching (CLT). The goal of this method is authentic and meaningful communication which is involves the integration of different language skills, according to J.C.Richards' point of view. In this method utilizing the communicative meaning is important rather than focusing on explicit learning grammar, vocabulary.

5. Task-based language learning. In this method that focuses on the completion of meaningful task, learners create, produce or design something in class and it involves the 21st century skills of communication, collaboration, creativity and critical thinking.

6. The Lexical Syllabus. It is based on a computer analysis of language which identifies the most common words in the language and their various usages. The syllabus teaches these words broadly in the order of their frequency, and big emphasis is placed on the use of authentic materials.

7. CLIL. Content and Language Integrated Learning – an approach in which students acquire a foreign language while focusing on learning new content knowledge and skills and in the same time they learn a target language. For example, learning about science or about composing in other language.

8. Total physical response. TPR is one of the English teaching approaches and methods developed by Dr. James J Asher. This method attempts to focus attention to encouraging learners to listen and respond to the spoken target language commands of their teachers. In other words, this method is a language teaching method built around the coordination of speech and action, it attempts to teach language through physical activity.

9. Flipped classroom. This teaching approach has popularity because of its communicative-based and learner-centered approach to teaching and learning. Sometimes flipped classroom refers blended classroom that is combination of in-person and distance learning. Learners pre-prepared for the lesson and in the class teacher prepare pre-class instructional materials to stimulate learner's interest, so learners engage in the classroom learning tasks.

Moreover, storytelling method which creates an engaging atmosphere for learners to learn a language as a native language in a natural and meaningful way, connecting vocabulary, grammar, and culture to real-life situations. With this method, learners tell a story about given topics, personal stories, play a role or make a story by means of pictures and they feel a language as a native by using authentic tasks.

In conclusion, emotional engagement is a vital yet often ignored element in the language learning process. By tapping into the emotional connection students have with the material, educators can significantly develop both motivation and retention. Innovative teaching methods have proven effective in creating emotionally engaging experiences that deepen understanding and foster a more enjoyable learning environment. By integrating these methods, educators can not only improve students' language proficiency but also encourage a lasting emotional connection to the language itself. Ultimately, by focusing on emotional engagement alongside cognitive development, educators can alter language learning into a more dynamic, interactive, and successful process.

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CULTURALLY RESPONSIVE TEACHING IN FOREIGN LANGUAGES TEACHING

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Abstract:

This article explores the crucial role of culturally responsive teaching in foreign languages teaching, emphasizing the significance of creating inclusive and empowering learning environments for foreign language learners from diverse cultural backgrounds. The article delves into the principles, strategies, and practices of culturally responsive teaching, highlighting its transformative impact on language acquisition, student engagement, and academic success. Drawing on research and theoretical frameworks, this article provides insights into the benefits of culturally responsive pedagogy in fostering cultural awareness, respects, and equity in foreign language teaching settings.

Key words: Culturally Responsive Teaching, Foreign Language Teaching, inclusivity, cultural awareness, student empowerment.

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In an increasingly diverse and interconnected world, the need for culturally responsive teaching in foreign language education has never been more crucial. This article sets out to explore the principles, strategies, and benefits of integrating culturally responsive practices into the foreign language classroom. By recognizing and honoring the cultural identities and experiences of language learners, educators can create supportive and enriching environments that foster linguistic proficiency, cultural appreciation, and mutual respect.

What is Culturally Responsive Teaching?

Culturally responsive teaching involves incorporating diverse perspectives into the curriculum. This approach helps both educators and students increase their self-awareness regarding identity and culture, gain insight into various viewpoints, value different strengths, and cultivate empathy. Ultimately, it fosters cultural and global competence in the classroom.[2]

Strategies for Implementing Culturally Responsive Practices:

This section offers practical strategies and methodologies for integrating culturally responsive practices in foreign language instruction. Topics covered include developing culturally relevant curriculum materials, incorporating authentic cultural resources, engaging students in cross-cultural dialogues, and promoting global citizenship through language learning. By implementing these strategies, educators can create dynamic and student-centered learning experiences that honor diverse languages, traditions, and perspectives. Start by examining and reflecting on your own identity, experiences, and perspective on equity to understand how these factors have shaped your current attitudes and teaching practices. This could involve taking a privilege survey, an implicit bias survey, or a cultural competence survey.[1]

Identify a unit of study or lesson plan about a globally significant issue that you will develop or revise to include more culturally responsive teaching practices.

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Engage in the pre-work needed to shift your curriculum and instruction to become more culturally relevant. For example, you may need to engage with families, learn more about your students, etc.

Design and teach your unit/lesson including at least 3 or 4 new culturally relevant teaching practices beyond your current repertoire.

Facilitate a reflective debrief about the learning experience. Have students participate in written reflections or a class-wide discussion on how the unit or lesson helped them develop:

- more self-awareness about identity and culture
- greater sensitivity and respect for differences.[3]

Empowering Learners Through Cultural Awareness:

This section explores how culturally responsive teaching empowers learners to navigate linguistic and cultural differences with confidence and empathy. By fostering cultural self-awareness, promoting language proficiency, and encouraging intercultural dialogue, educators can equip students with the skills and mindset needed to thrive in our globally interconnected world. Through a lens of cultural awareness, foreign language teaching becomes a transformative journey of discovery, understanding, and connection.[4]

In conclusion, this article advocates for the integration of culturally responsive teaching principles in foreign language teaching as a means to promote inclusivity, equity, and mutual respect among language learners. By embracing diversity, celebrating cultural richness, and fostering.

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PICTIONARY IN ENGLISH TEACHING AT SCHOOL

*Z. Jakbaraliyeva¹, G. Bobonazarova²**Abstract:*

This study is aimed to find out the effectiveness of using Pictionary game to increase students' English vocabulary at secondary school students. The main aim of this article was to know whether teaching vocabulary by using Pictionary game was effective to the students. The sample was students of class consisted of about 25 students. Some students' interview that has conducted to 5 students. The result shows that Pictionary game technique is useful to draw the students' motivation in learning English vocabulary and made the students more active to get involved in teaching and learning process actively. Therefore, Pictionary game effect significantly on students' English vocabulary achievement.

Key words: Pictionary game, vocabulary, Implement Pictionary in the classroom.

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In today's dynamic classroom, teachers are always on the lookout for innovative methods to engage students in language learning. One such method that has gained popularity is Pictionary. This classic drawing game not only makes learning fun but also effectively reinforces vocabulary, enhances communication skills, and fosters teamwork among students. Pictionary is a game where players take turns drawing a word or phrase while their teammates try to guess what it is. Teaching vocabulary is important because it is one of language elements that should be taught to support the language skill development. Vocabulary is related to words that are used in spoken and written communication. Pictionary is an excellent tool for reinforcing new vocabulary. By drawing and guessing words, students engage with the material actively, which aids retention. Students are encouraged to express ideas visually, which can lead to unique interpretations and creative thinking. Moreover, no matter how well students learn the other English four skills but without words to express a wide range of meaning, communication in the second language just cannot happen and nothing can be conveyed. Mastering vocabulary enables students to achieve the success of learning English. By using a games as a technique in teaching vocabulary, it enables teacher in observe student's personalities, teach them how to work as a team build their relationship with the others, and also practice students' various skills in more fun ways. Therefore, in this study, the writer will implement Pictionary game as a technique in teaching vocabulary to school students.

Vocabulary had been a particular subject of students to learn, it included at the margin within lesson of speaking, listening, reading and writing that learning vocabularies to the learners is to make them communicate easily during their second language acquisition. Nowadays, government policy always makes changes in education tool especially in implementing curriculum. Furthermore, implementing new curriculum not only may lead the teacher to gain a new concept in teaching but also has an impact on students' learning, for example English subject has been deleted from primary school and the result is the teacher needs to adapt with these changes. It also gives an impact on teacher performance in learning process and forces the student to learn harder in the process of their second language

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acquisition especially in vocabulary learning. The implementation of Pictionary game also highly assisted students to understand about the material. Moreover, it also increased students' enthusiasm which made them did not feel burden to answer teacher question.

Pictionary game in the classroom as following;

a. Learners are divided into a group. The number of the group can be depending on the number of learners in the classroom and also can be divided based on the seat.

b. The teacher explains the rules of Pictionary game.

c. Each group is given a word to draw.

d. Each group determines the others to draw and also to illustrate every word given by the teacher. The other can be the learners who sit down in front of the classroom and or on the backside.

e. The teacher who puts a collection of that word will draw in the front desk, along with a blank sheet of paper for drawing several words to each of the learners.

f. After all learners ready, the teacher gives the warning to start and each of the learners starts to play it.

g. After a warning, one member of each group begins to take one of the cards and begin to draw, and then tell the members of the group to guess (students who are drawing only answer 'yes' if true and 'no' if false).

h. Each learner as members of the group takes turns to go forward to take one of the card words and draws to guess by members of the group. The winner is the most and the fastest group when guessing the words.

Working in team's fosters collaboration students helping them develop social skills. The game format creates a relaxed atmosphere, making it easier for students to participate without fear of making mistake. In the classroom teacher should select vocabulary words relevant to current lesson and create cards with these words for the game. Setting up teams is also important. Teacher will divide the class into small group of 3-5 students. When it comes to game rule: one student from a team draws a card and has a set time to illustrate the word without using letter or numbers. Other members of team try to guess the word based on the drawing. After each round, take a moment to discuss the words used. This reinforces understanding and encourages students to use the words in sentences.

METHOD

This study used Classroom Action Research method. This research focus on the issue of students in a classroom. Also classroom action research is a study of people conducted by practitioners to improve and understand professional practice. This research begins with an action plan. The plan is then implemented as an action in the classroom and then observed. The reflection is done when analyzing the data obtained during the operation. The researcher used observation sheet and field note to know the students' behavior and activity during the lesson process.

The researcher conducted a study to check the attitude of the students to this method and its effect on them, i.e. whether their level of knowledge of the English language is developing or not. The table below shows how many percent of the students are active and effective in the lesson through the pictionary game, and what percent of the students do not help or are not interested.

FINDINGS AND RESULT

In the table below are the results of students according to the Pictionary game method as of 16.10.24.

Table vocabulary score of students

GRADE	CRITERIA OF ASSESSMENT	THE NUMBER OF PARTICIPANTS	PERCENTAGE
7a	Very good	16	80%
7b	excellent	15	100%

7d	good	17	70%

The table shows that, 7b students are active in this game method, beside this attractive method 7a and 7d less active than 7b. After this observation the researcher conducted a survey among students. That is, does this method increase their interest in English or does it benefit them their improving vocabulary or knowledge?

The survey was conducted in 3 classes; the survey consists of 5 questions. And in the table below, the students' answers are related to the survey.

QUESTIONS STUDENTS' RESPONSE

1	What do you think about learning using Pictionary game?	Most respondents said that they like to learn English using Pictionary game because it was a different way of teaching than usual. They stated that learning English vocabulary by using Pictionary game was fun and made them enjoy the learning process.
2	Are there any difficulties during learning English using Pictionary game?	Most of them thought that they did not have any big problems or difficulties while playing Pictionary game. They could play the game quite well. Also, one student stated sometimes the difficulty was only when they got the difficult words to illustrate, they had to imagine of a drawing.
3	Does playing Pictionary game make you motivated or interested in learning English?	All of the students said that Pictionary game motivated them to learn English. The learning process became more fun but challenging which made the students interesting to get involved actively. Some student even stated that they used to did not like English.
4	Do you think learning vocabulary using Pictionary game is useful to motivate students in learning English?	The students all agree that Pictionary game was useful to motivate them to learn English. They get attached to that technique and enjoying the learning process in a more fun way.
5	Do you think learning using Pictionary game helps your vocabulary mastery?	The students stated that Pictionary game did help their vocabulary mastery in learning English.

Discussion

Referring to the data gained from the interview, most respondents showed good responses toward learning vocabulary by using Pictionary game. The students stated that the learning process became more exciting and made them enjoy during the lesson. By playing Pictionary game attracts the students' motivation to get engaged actively because this game requires the students to work in groups and they need to cooperate with each other during playing Pictionary game. The statement from the students' interview also supported by the data from the observation sheet which the students' participation was being observed during the Pictionary game was implemented in the classroom. The English teacher being involved to help the researcher in observing the students by assessing the aspects presented in an observation sheet from the above survey, it is considered useful that Pictionary Game in English teaching among the classes and based on the students' survey, the researcher found this type of method useful among students and teachers. Taking into account the effect of using this method in each lesson on students' vocabulary development and skills is very useful.

Suggestions

Regarding the study's findings, the authors would like to make some recommendations since English teachers are encouraged to be creative in selecting the best teaching approach

for their students. For example, as a tool for teaching vocabulary, the Pictionary game can be used. It helps students learn to work in groups and can significantly improve the learning process over text boxes and teacher's explanations.

Conclusion

Based on the result and discussion above, it can be concluded that Pictionary game is useful to draw the students' motivation in learning English. That can be seen from the students' interview and their participation during the teaching process occurred in the class. The students gave positive responses. Integrating Pictionary into English teaching not only makes learning enjoyable but also effectively supports language acquisition. As educators embracing such interactive methods can lead to more vibrant and effective learning environment where students feel motivated and excited to learn. So grab some marks and get ready to draw your way to language mastery!

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MULTIPLE ASSESSMENT STRATEGIES FOR 4CS OF 21ST CENTURY SKILLS: RUBRICS TO FOSTER CRITICAL THINKING, CREATIVITY, COLLABORATION, AND COMMUNICATION

F. Abdusalomova¹, A.A.Shermatov²

Abstract:

This thesis emphasizes the integration of the 21st-century abilities of Critical Thinking (CT), Creativity (CR), Collaboration (CL), and Communication (CM) and investigates the use of rubrics for evaluating communicative skills in English as a Foreign Language (EFL) programs. This kind of assessment goes beyond standard tests of grammar and fluency to examine students' critical thinking, creative expression, teamwork, and communication skills. The study encourages a comprehensive and dynamic assessment tool that encourages student participation, offers focused feedback, and supports self-directed learning by integrating the 4Cs into rubrics. In the end, this strategy equips pupils for success in the classroom and in the wider world.

Key words: 4Cs, Communicative Skills, 21st-Century Competencies, Language Assessment, Feedback and Evaluation.

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In today's interconnected world, effective communication skills are no longer a luxury, but a necessity. This is particularly true for students enrolled in English as a Foreign Language (EFL) program. As graduates navigate an increasingly globalized workforce and society, the ability to express themselves clearly, persuasively, and collaboratively in English is paramount. Assessment plays a crucial role in this journey, acting as a compass that gauges student progress, informs instructional practices, and ultimately empowers them to become confident and effective communicators.

This chapter delves into the design of effective rubrics specifically tailored to assess the communicative skills of EFL students. However, it goes beyond simply measuring fluency, grammar, and vocabulary. We will explore how rubrics can be crafted to encompass the four key competencies of 21st century learning: Critical Thinking (CT), Creativity (CR), Collaboration (CL), and Communication (CM). These competencies form the bedrock of effective communication, equipping students with the necessary tools to not just transmit information, but to analyze it, generate new ideas, collaborate with diverse perspectives, and ultimately deliver a clear and impactful message.

By integrating the 4Cs into rubrics, it can be moved beyond a static snapshot of a student's language proficiency at a given point in time. Instead, we create a dynamic assessment tool that captures not just mastery of the language itself, but the ability to think critically about the information being communicated, to generate original ideas and express them creatively, to collaborate effectively within a team setting, and ultimately to communicate those ideas in a clear, concise, and audience-appropriate manner. This holistic approach to assessment fosters a deeper understanding of the multifaceted nature of

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communication and provides a more comprehensive picture of student progress in the EFL learning journey.

Here is a breakdown of how the 4Cs can be woven into the fabric of rubrics for EFL communication skills assessment:



Table 1

Critical Thinking (CT): This competency goes beyond simply understanding information. It involves the ability to analyze it, identify key points, compare and contrast different perspectives, and form reasoned arguments. Rubrics can assess CT by evaluating students' ability to identify and articulate the central theme or topic of a discussion or presentation, analyze different viewpoints and perspectives presented in a text or during a discussion, support claims with evidence from credible sources or personal experiences, and ask probing questions that demonstrate a deeper understanding of the topic. These criteria provide valuable insights into students' ability to think critically within a communicative context. Rubrics can assess CT by evaluating students' ability to: identify and articulate the central theme or topic of a discussion or presentation, analyze different viewpoints and perspectives presented in a text or during a discussion, support claims with evidence from credible sources or personal experiences, ask probing questions that demonstrate a deeper understanding of the topic.

Creativity (CR): In a world saturated with information, the ability to stand out and present ideas in a novel way is crucial. Creativity fosters engagement and can significantly enhance the impact of a communication effort. Rubrics can assess CR by evaluating students' ability to use language in innovative ways, such as employing metaphors, similes, or humor, generate original ideas and solutions to problems presented in a communicative task, adapt their communication style and language choices to different audiences and contexts, and utilize visual aids or multimedia elements in a creative and impactful way (if applicable to the task). By incorporating these criteria, rubrics move beyond simply measuring adherence to grammatical rules and delve into the student's ability to think creatively and express themselves in a way that is both effective and engaging for the intended audience. Rubrics can assess CR by evaluating students' ability to: use language in innovative ways, such as employing metaphors, similes, or humor, generate original ideas and solutions to problems presented in a communicative task, adapt their communication style and language choices to different audiences and contexts, utilize visual aids or multimedia elements in a creative and impactful way (if applicable to the task). By incorporating these criteria, rubrics can move beyond simply measuring adherence to grammatical rules and delve into the student's ability to think creatively and express themselves in a way that is both effective and engaging for the intended audience.

Collaboration (CL): Communication rarely occurs in isolation. Effective teamwork and collaboration are essential skills for success in the 21st century. Rubrics can assess CL by evaluating students' ability to work effectively within a team setting, demonstrating respect for diverse perspectives and ideas, listen actively to others and contribute constructively to group discussions or brainstorming sessions, share responsibilities and delegate tasks effectively within the team, and build consensus and arrive at a shared solution or conclusion collaboratively. These criteria help educators assess how well students navigate the dynamics of teamwork and utilize communication to achieve a common goal. By incorporating these aspects into rubrics, we can move beyond individual performance to assess the effectiveness of the team as a whole and the student's contribution to its success. Rubrics can assess CL by evaluating students' ability to: work effectively within a team setting, demonstrating respect for diverse perspectives and ideas, listen actively to others and contribute constructively to group discussions or brainstorming sessions, share responsibilities and delegate tasks effectively within the team, build consensus and arrive at a shared solution or conclusion collaboratively. These criteria help educators assess how well students navigate the dynamics of teamwork and utilize communication to achieve a common goal. By incorporating these aspects into rubrics, we can move beyond individual performance to assess the effectiveness of the team as a whole and the student's contribution to its success.

Communication (CM): While the cornerstone of the 4Cs, effective communication (CM) remains a vital competency in itself. Rubrics can assess CM by evaluating students' ability to deliver clear and concise messages, tailored to the specific audience and purpose, utilize a diverse vocabulary range appropriate for the context and complexity of the task, demonstrate fluency and control over grammatical structures, minimizing errors that hinder understanding, and utilize appropriate nonverbal cues such as body language, eye contact, and facial expressions to enhance the message. These criteria ensure that rubrics not only assess linguistic proficiency but also evaluate how effectively students use language to achieve their communication goals. Rubrics can assess CM by evaluating students' ability to: deliver clear and concise messages, tailored to the specific audience and purpose, utilize a diverse vocabulary range appropriate for the context and complexity of the task, demonstrate fluency and control over grammatical structures, minimizing errors that hinder understanding, utilize appropriate nonverbal cues such as body language, eye contact, and facial expressions to enhance the message. These criteria ensure that rubrics not only assess linguistic proficiency but also evaluate how effectively students use language to achieve their communication goals. By integrating these considerations for all four Cs (CT, CR, CL, and CM) into rubric design, EFL educators can move beyond a singular focus on grammar and vocabulary and create a multifaceted assessment tool. This approach fosters a deeper understanding of student progress in developing the essential communication skills demanded by the 21st century. Furthermore, it empowers students to become not just proficient users of English, but also critical thinkers, creative problem solvers, effective collaborators, and ultimately, confident and impactful communicators on the global stage.

Imagine a student in an EFL program preparing for a group presentation. Traditionally, assessment might focus on fluency and grammar after the presentation is complete. But what if there was a tool that could not only guide their preparation but also provide a framework for targeted feedback and self-assessment? This is where rubrics shine. By clearly outlining the specific criteria for success in a communication task, rubrics become a roadmap for students. They can use these criteria to guide their preparation, ensuring they address all the key aspects of effective communication. For example, a rubric for a group debate might highlight the importance of critical thinking by evaluating students' ability to identify and analyze opposing viewpoints. Similarly, it might assess creativity by looking at how they use innovative arguments or persuasive language. This empowers students to take ownership of

their learning and focus their preparation efforts on the areas that will have the most significant impact on their performance.

Traditional assessment can sometimes be subjective, leading to inconsistencies in grading across different students or even the same student over time. Rubrics minimize this subjectivity by establishing clear and measurable criteria. These criteria become the benchmark for evaluation, ensuring fairness and consistency for all students. Imagine two students delivering presentations on the same topic. A rubric would allow the educator to objectively assess their ability to communicate their ideas clearly, support them with evidence, and engage the audience – all based on pre-defined criteria. This consistency not only ensures fairness but also builds trust and transparency in the assessment process.

Rubrics go beyond simply assigning a grade. They provide a framework for educators to deliver specific and actionable feedback. By pinpointing areas where students meet or exceed expectations, and highlighting areas for improvement based on the established criteria, educators can offer targeted guidance for growth. For instance, a rubric might reveal that a student excelled in presenting clear and concise arguments but needs to work on incorporating diverse perspectives into their discussion. This targeted feedback allows students to focus their improvement efforts on specific skills, leading to more effective and meaningful learning.

Rubrics don't just benefit educators; they empower students to take ownership of their learning journey. By sharing rubrics with students in advance, they can understand what is expected of them and use the criteria to self-assess their performance. This fosters a growth mindset, encouraging students to identify their strengths and weaknesses and set personal goals for improvement. Imagine a student reviewing their performance in a group discussion using a rubric. They might recognize that they actively listened to others but need to work on contributing more constructively to the conversation. This self-awareness empowers them to take charge of their learning and approach future discussions with a specific focus on improvement.

In essence, rubrics transcend mere assessment tools. They transform the learning experience for EFL students by providing a roadmap for success, ensuring fair and consistent evaluation, facilitating targeted feedback, and empowering students to become self-directed learners. This fosters a dynamic learning environment where communication skills are not just measured, but actively developed and refined.

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MASOFAVIY TA'LIMNING YUTUQLARI VA KAMCHILIKLARI

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Annotatsiya:

Ushbu maqolada masofaviy ta'limning yutuqlari va kamchiliklari haqida so'z boradi. Chunki masofaviy ta'lim bugungi kunda texnologiyalar rivoji tufayli keng tarqalib, ta'lim olishning zamonaviy shakli sifatida e'tirof etilmoqda. Uning yutuqlari orasida qulaylik va moslashuvchanlik alohida ajralib turadi. O'quvchilar istalgan vaqtda, geografik joylashuvidan qat'i nazar, bilim olish imkoniyatiga ega bo'ladilar. Biroq, kamchiliklari ham yo'q emas. O'quvchilarda intizom va o'zini o'zi boshqarish ko'nikmalarining yetarli bo'lmasligi muammoga olib kelishi mumkin. Shuningdek, o'quv jarayonida ijtimoiy aloqalar va bevosita muallim bilan muloqotning yetishmasligi ta'lim sifatiga salbiy ta'sir ko'rsatishi ehtimoli mavjud. Internet yoki texnik vositalar bilan ta'minlanmagan talabalar uchun teng imkoniyatlarning cheklanishi ham jiddiy muammo sanaladi.

Kalit so'zlar: masofaviy ta'lim, moslashuvchanlik, ta'lim texnologiyalari, motivatsiya muammolarining kamayishi, ta'lim xarajatlarining tejalishi.

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Kirish

Tarixan, masofaviy ta'lim 18-asrga, AQShda bosma shakldagi yozishmalar orqali ta'lim olishning boshlanishiga borib taqaladi. 19-asrning o'rtalarida yozishmalar orqali ta'lim rivojlana boshladi va Yevropada (Buyuk Britaniya, Fransiya va Germaniya) hamda AQShda keng tarqaldi. Stenografiya ixtirochisi bo'lgan ingliz Isaac Pitman odatda yozishmalar kurslarini birinchi bo'lib qo'llagan shaxs sifatida tan olinadi. 1960-yillarning oxiri va 1970-yillarning boshlariga kelib, yangi media texnologiyalari va yetkazib berish tizimlarining rivojlanishi tufayli masofaviy ta'limda sezilarli o'zgarishlar sodir bo'ldi. Hozirgi kunda, zamonaviy texnologiyalar taraqqiyoti bilan ta'lim olish yanada osonlashmoqda. An'anaviy darsliklar va auditoriyalardan farqli o'laroq masofaviy ta'lim o'zining qulayligi va o'rganuvchilar uchun keng imkoniyatlarni namoyish etish orqali ta'lim jarayoning ajralmas qismiga aylanmoqda. Ta'lim olishning bu turi o'quvchilarga har tomonlama foydali hisoblanadi ya'ni u joy va vaqt cheklovlarini bartaraf etadi va o'rganuvchilar o'zlari xohlagan joyda va vaqtda ta'lim olishlari mumkin. Ushbu maqolaning maqsadi masofaviy ta'limning afzalliklari va kamchiliklari haqida hamda ta'lim tizimidagi o'rnini tahlil qiladi.

Asosiy qism

Zamonaviy sharoitda masofaviy ta'limning eng muhim vazifasi - o'rganuvchilarda ilmiy tafakkurni, yangi ma'lumotlarni mustaqil o'zlashtirish va tanqidiy tahlil qilish ko'nikmalarini, ilmiy farazlarni qurish va ularni sinab ko'rish uchun eksperimentlarni rejalashtirish qobiliyatini rivojlantiradi. Shuning uchun ham bunday turdagi ta'lim olish tizimi hozirgi kunda ijobiy qabul qilinmoqdai. Aslida masofaviy ta'limni tanlagan abituriyentlarning asosiy qismi bu o'z maqsadidan voz kechishni istamaydigan va bilim olishni xohlaydiganlar uchundir. Onlayn ta'limda talabalar dam olish kunlari, ish vaqtidan so'ng yoki hatto yarim kechada ham o'qish imkoniyatiga ega bo'ladilar. Masofaviy ta'lim

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dasturlari, an'anaviy o'quv markazlari to'lovlariga qaraganda ancha arzon bo'ladi. Iqtisodiy jihatdan tejamkorlikni maqsad qilganlar uchun onlayn ta'lim eng yaxshi yo'l hisoblanadi. O'qish markazlariga borish vaqti va transportga sarflanadigan vaqt tejab qolinadi. Onlayn ta'lim talabalarga istagan joyidan o'qish imkonini beradi. Masofaviy ta'limda ayrim darslar guruh bo'lib o'qitiladi, lekin talabalar tezlikni o'zlariga mos ravishda tanlashadi. Guruhdagi har xil tezlikdagi tushunish darajasiga qaraganda, bu yondashuv samaraliroq bo'lishi mumkin. An'anaviy sinflardagi kabi yuzma-yuz muloqot va o'qituvchilar tomonidan topshiriqlar haqida eslatmalar yo'q. Masofaviy ta'limda o'z-o'zini motivatsiya qilish juda muhim. O'z-o'zini motivatsiya qilish o'quvchini o'z maqsadlariga erishish uchun doimiy ravishda intilishga undaydi, darslarni muntazam bajarishga va o'qishdan zavqlanishga yordam beradi. Bu o'quv muvaffaqiyatini oshirish va bilim olish jarayonini samaraliroq qilish uchun muhim omil hisoblanadi. Ta'limni boshqarish tizimlari (LMS) kabi platformalar onlayn kurslar, materiallar va talabalar bilan o'qituvchilar o'rtasidagi muloqotni tashkil etish va boshqarishga imkon beradi. Onlayn platformalar bir vaqtning o'zida katta miqdordagi talabalarni ta'lim olishini ta'minlab, ta'limni kengaytirish va ommalashtirish imkoniyatini beradi. Shuningdek, texnologik jihatlari ham muhim ahamiyatga ega bo'lib, zamonaviy axborot texnologiyalaridan foydalanishsiz ta'lim jarayonini to'laqonli amalga oshirish qiyin. Masofaviy ta'limda ko'plab interaktiv resurslar mavjud: video qo'llanmalar, qizlar, animatsiyalar. Bu ta'lim jarayonini yanada qiziqarliroq hamda samarali qiladi. Shuningdek, video qo'llanmalar orqali tushunmagan mavzusini qayt va qayta o'rganishi mumkin.

Kamchiliklarini aytadigan bo'lsak, o'z-o'zini nazorat qilish va mustaqil ta'lim olish qobiliyati kuchli bo'lmagan talabalar masofaviy ta'limda motivatsiyani saqlab qolishda qiyinchilikka duch kelishi mumkin. Shaxsiy o'qituvchi va talabalar o'rtasidagi yuzma-yuz muloqot yo'qligi o'qish jarayonini murakkablashtirishi mumkin. Bundan tashqari, o'quvchilarning og'zaki nutqlari rivojlanmay passiv holatda saqlanib qolish ehtimoli ham mavjud. Yurtimiz misolida oladigan bo'lsak, aholimizning katta qismi qishloqda istiqomat qiladi. Shu sababli har doim ham internetga kirish imkoniyati yoki kerakli qurilmalarga ega bo'lmaslik masofaviy ta'limdan foydalanishni cheklashi mumkin. Ba'zi talabalar texnik vositalardan foydalanishni bilmasligi sababli o'zlashtirishda qiyinchiliklarga duch kelishlari mumkin. An'anaviy ta'lim bilan taqqoslaganda, masofaviy ta'limda talabalar o'rtasida o'zaro muloqot va ijtimoiylashuv kamroq bo'ladi, "peer assessment" qilish imkoniyati ham bo'lmaydi, bu esa o'qish jarayonida motivatsiya va qo'llab-quvvatlashni kamaytirishi mumkin.

Xulosa. Xulosa sifatida aytish mumkinki, masofaviy ta'lim zamonaviy sharoitlarda bilim olishning samarali va tejamkor usuli bo'lib, ish va ta'limni birga olib borishni xohlovchilar uchun ayni muddao. Onlayn o'qitish vaqt va mablag'ni tejash bilan birga, individual o'qish tempiga moslashish imkoniyatini beradi. Biroq, chalg'ish ehtimoli yuqori va internet aloqasi bilan bog'liq muammolar ba'zi qiyinchiliklar keltirib chiqarishi mumkin. Shunday bo'lsa-da, masofaviy ta'lim zamonaviy texnologiyalarni qo'llash orqali o'quvchilarni kelajakda intellektual jihatdan yuqori talabga ega bo'lgan sohaga tayyorlashda katta ahamiyatga ega.

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XORIJIY TILNI O'RGANISHDA HOZIRGI KUN TALABALARI UCHUN TUG'ILAYOTGAN MUAMMOLAR

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Annotatsiya:

Ushbu maqolada hozirgi kun talablari uchun xorijiy tillarni o'rganishda duch kelayotgan dolzarb muammolar va ularni tahlil qiladi. Maqolada motivatsiya yetishmasligi, amaliyot imkoniyatlarining cheklanganligi va chet tillarini o'qitish metodikasining dunyo standartlariga mos kelmasligi kabi omillarga to'xtab o'tiladi. Shuningdek, keltirilgan muammolarni interaktiv usullar va zamonaviy texnologiyalardan keng foydalanish bo'yicha takliflar keltiriladi.

Kalit so'zlar: Xorijiy tillarni o'rganish, talabalar muammolari, o'qitish metodikasi, interaktiv usullar, motivatsiya, til o'rganish amaliyoti, texnologiyalardan foydalanish, o'qitish innovatsiyalari, ta'lim metodlar, zamonaviy o'qitish usullari.

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Kirish

Hozirgi kunda xorijiy tillarni o'rganish va bilishning ahamiyati borgan sayin talab oshib bormoqda. Har bir soha vakili yetuk mutaxassis bo'lishi uchun o'z ona tilidan tashqari, dunyo tillaridan kami 2 - 3 ta bilishi shart. Mamlakatimizda xorijiy tillarni o'rgatishni ta'lim siyosatining ustuvor yo'nalishi sifatida rivojlantirish, ushbu yo'nalishda ta'lim sifatini tubdan o'zgartirish, sohaga malakali pedagoglarni jalb etish hamda aholining xorijiy tillarni o'rganishga bo'lgan qiziqishini oshirish borasida hukumat tomonidan tizimli chora-tadbirlar amalga oshirilmoqda. Ushbu maqolaning maqsadi xorijiy til o'rganishda talabalar duch kelayotgan muammolarni bartaraf etishdan iborat

Asosiy qism: Asosiy muammolardan biri bu talabalarda motivatsiyaning yetishmasligi hisoblanadi. Bunda ota-onalarning farzandlarining o'qish va o'rganishga bo'lgan qiziqishini qo'llab-quvvatlamasli talabalarining motivatsiyasiga ta'siri yuqori. Chunki ular talabaning bilim olishida katta rol o'ynashadi. Negaki, ular farzandlarining xorijiy tillarga bo'lgan qiziqishini moddiy va ma'naviy jihatdan rag'batlantirmasa yoki ularni ahamiyatsiz deb hisoblasalar, albatta, bolada motivatsiyaning tushishiga olib keladi. Keyingi jiddiy muammolardan biri amaliyot imkoniyatlarining cheklanganligidir. Ya'ni talabalar o'rgangan tilini amalda qo'lla olmasligidir. Agar talabalar o'rgangan tilini shu tilda gaplashadiganlar bilan muloqot qila olmasalar, bu ularning amaliy mashq qilishlari to'sqinlik qiladi va bu o'z ortidan yana bir qancha muammolarga sabab bo'ladi. Keyingi muammo bu xorijiy tillarni o'rganishda eski va samarasiz metodlardan foydalanish va o'qituvchilar xorijiy tillarni o'rgatishda bir xil metodlardan foydalanishidir. Bunda talabada shu tilga bo'lgan qiziqishning kamayishi olib keladi. Shuningdek, darslar ko'proq nazariy jihatdan yoritilsa, talabalar o'rganayotgan tilni amaliyotda ishlatishdan marhum bo'lishadi. Endi bu muammolarga yechim beradigan bo'lsak talabalarda qiziqishni oshirish uchun interaktiv usullardan foydalanish kerak. Misol uchun "role-playing" usuli, bunda talaba o'rganayotgan tilni amalda namoyish eta oladi. "Peer work" usuli ham talabalarining qiziqishini oshirishi mumkin ya'ni ular bir birining xato kamchiliklarini aytib va tilni qanday rivojlantirish uchun

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maslahatlar bera oladi. Tilni amaliyotda qo'llash uchun shu tilda gaplashadigan davlatlarga sayohatlar amalga oshirish ham til o'rganishdagi kamchiliklarni yengishga yordam beradi. Hozirda "work and travel" programmasi ham yurtimizda juda yaxshi amalga qo'yilgan. Bu programmani yanada rivojlantirish kerak, bu dastur talabalarda qo'rquv hissini kamaytiradi. Keyingi muammoning yechimi sifatida til o'rganishda eng so'nggi va zamonaviy texnologiyalardan va multimedia vositalaridan foydalanish kerak. Hozirgi kunda til o'rganishda ko'plab sun'iy intellektlardan keng foydalanilmoqda. Shuningdek, Duolingo, Memrise kabi ilovalardan foydalanishni yanada rivojlantirish kerak. Tilni o'rganishdagi eng katta va samarali yo'l bu talabalar o'zlari erisha oladigan, kichik, aniq bo'lgan maqsadlarni qo'yishi kerak. Bu yondavush ularga har qanday muvaffaqiyatga erishish eng kichik qadamlardan boshlanishi imkonini beradi.

Xulosa: xorijiy tillarni o'rganishda talabalaridagi muammolarni hal etishda zamonaviy hamda interaktiv usullardan foydalanish kerak. Shuningdek, talabalar o'rtasida real muloqot imkoniyatlarni yaratish zarur. Bundan tashqari, ota-onalar va o'qituvchilar talabalarni xorijiy tillarni o'rganishga bo'lgan qiziqishini oshirish uchun turli xil rag'batlantirish ularda bo'lgan qiziqishini oshirishga sabab bo'ladi.

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**LINGVISTIK TADQIQOTLAR VA TARJIMA
SAN'ATI METODOLOGIYASI**

**METHODOLOGY OF LINGUISTIC RESEARCH
AND TRANSLATION ART**

**МЕТОДОЛОГИЯ ЛИНГВИСТИЧЕСКИХ
ИССЛЕДОВАНИЙ И ПЕРЕВОДЧЕСКОГО
ИСКУССТВА**

SECTION IV
METHODOLOGY OF LINGUISTIC RESEARCH AND TRANSLATION ART

SOHAVIY TARJIMONLAR TAYYORLASHNING DOLZARB MASALALARI

I. Tuxtasinov¹

Annotatsiya:

Mazkur maqola tarjimon tayyorlash, xususan sohaviy tarjimon tayyorlashning bugungi kunda dolzarbligi, sohaviy tarjimon tayyorlashning metodik tartibi, jarayonda yuzaga keladigan muammolar va ularning samarali yechimlariga bag'ishlanadi. Shuningdek, maqolada talabalarga tarjimoni o'qitishni tashkil etish masalasi ham beyond etilgan.

Kalit so'zlar: tarjima, tarjimon, soha tarjimoni, ta'lim, o'rgatish, o'qitish, termin, terminologiya, asliyat tili, tarjima tili, kompetensiya.

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Har qanday mamlakatning taraqqiyoti davlat va jamiyatning ijtimoiy-iqtisodiy sohalarini rivojlanishi va takomillashishiga bog'liq. Davlatning xalqaro darajada integratsiyalashuvi birinchi navbatda xalqaro xamkorlikning kengayishiga sabab bo'ladi. Bu jarayonda davlatlararo va xalqlararo muloqotni samarali tashkil etishda professional tarjimonlarga ehtiyoj ortib boradi.

Keyingi yillarda yurtimizda ta'lim sifatini yanada oshirish, kadrlar malakasini yuksaltirish borasida bir qator islohotlar olib borilmoqda. O'zbekiston Respublikasi Prezidentining "Kitob mahsulotlarini nashr etish va tarqatish tizimini rivojlantirish, kitob mutolaasi va kitobxonlik madaniyatini oshirish hamda targ'ib qilish bo'yicha kompleks chora-tadbirlar dasturi to'g'risida" 2017 yil 13-sentabrda PQ-3271-son qarori, "O'zbekiston Respublikasida xorijiy tillarni o'rganishni ommalashtirish faoliyatini sifat jihatidan yangi bosqichga olib chiqish chora-tadbirlari to'g'risida" 2021 yil 19 maydagi PQ-5117-son qarori, shuningdek, O'zbekiston Respublikasining Vazirlar Mahkamasining 2018 yil 18 maydagi "Jahon adabiyotining eng sara namunalarini o'zbek tiliga hamda o'zbek adabiyoti durdonalarini chet tillariga tarjima qilish va nashr etish tizimini takomillashtirish chora-tadbirlari to'g'risida"gi 376-son qarorlari xalqimiz, avvalo, yoshlarning ma'naviy-ma'rifiy, badiiy-estetik talablariga javob beradigan kitoblarni yuksak sifat bilan chop etish, joylarga, ta'lim muassasalariga vaqtida va maqbul narxlarda yetkazish, milliy va jahon adabiyotining eng sara namunalarini tarjima qilish, farzandlarimizda bolalikdan boshlab kitob, jumladan, elektron kitob o'qish ko'nikmasini shakllantirish, jamiyatimizda mutolaa madaniyatini yuksaltirish bilan bog'liq muhim masalalarni hal etish, shuningdek, davlat tilidan xorijiy tillarga va xorijiy tillardan davlat tiliga professional tarjima qilish uslullarini yaratish hamda ushbu yo'nalishda mutaxassislarning malakasini oshirishda ko'maklashish masalalari dolzarb masala qilib belgilab qo'yilgan. Bu esa tarjimon tayyorlashning barcha bosqich va ko'rinishlarida tub o'zgarishlarni amalga oshirish talab etiladi.

Bugungi kunda jahon tarjimon tayyorlash tizimida umumiylikdan xususiylikka tamoyili keng tadbiriq etilmoqda. Dunyoning ilg'or tarjima markazlarida sohaga innovation

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texnologiyalarni keng jalb qilish bilan birgalikda soha tarjimonlarini tayyorlash masalasiga ham jiddiy e'tibor qaratilmoqda. Jahonning tarjimon tayyorlovchi oliy ta'lim muassasalari va tarjimon markazlarida sohaviy tarjimonlar tayyorlash bo'yicha ilmiy tadqiqot ishlarining salmog'i ortib bormoqda. Shunday ekan, biz ham bugun kunda Respublikamizda tarjimon tayyorlovchi oliy ta'lim muassasalarimizning o'quv dasturlari kontentiga sohaviy tarjimonlar tayyorlash jarayonini singdirishni maqsadga muvofiq deb o'ylaymiz.

Tarjimaga o'qitishni tashkil etish va uni o'qitish usullarini ishlab chiqish bir qator asl farazlar qabul qilinishi bilan shartlanadi:

- tarjima aqliy faoliyatning murakkab va ko'p qirrali turi bo'lib, u turli maqsadlarni ko'zlashi, har xil sharoitlarda, turli yo'llar bilan va ko'plab unsurlar ta'sirida amalga oshirilishi mumkin;

- har qanday faoliyat singari tarjimaning ham amalga oshishi uchun o'qitish jarayonida hosil qilinishi lozim bo'lgan muayyan bilim, mahorat (ma'lum bir harakatni ongli ravishda bajarish) va ko'nikma (ma'lum bir harakatni yarim ixtiyoriy va beixtiyor (avtomatik) ravishda bajarish) talab etiladi;

- tarjimonlik faoliyati tarjimon tomonidan ongli ravishda (tahlil va asoslangan xulosalar yordamida) yoki intuitiv ravishda amalga oshirilishi mumkin. Faoliyatning ongli va intuitiv ko'rinishlari orasidagi nisbat har xil tarjimonlarda har xil matnlarni turli sharoitlarda o'girish asnosida turlicha bo'ladi. Ongli va intuitiv o'girish qobiliyati (tarjimonlik vakolati) o'qitish va amaliyot jarayonida rivojlanib boradi;

- tarjimonlik vakolatining amalga oshishi tarjimonning til bilan bog'liq shaxsiy ishtirokida ro'y beradi. Buning uchun tarjimonda har tomonlama kognitiv va lingvistik bilim, keng ko'lamlı umummadaniy zukkolik, zarur ruhiy sifatlar va iste'dod bo'lishi lozim. Bunday sifatlar tarjimaga o'qitish davomida rivojlanib va rag'batlantirilib borishi kerak;

- tarjimaga o'qitish vazifasi tarjimon har qanday vaziyatda beixtiyor qo'llay olishi mumkin bo'lgan qandaydir me'yor, qoida va reseptlarni o'zlashtirish emas, balki tarjima qoidalari, uslub va usullarini egallash, ularni tanlay bilish, muayyan sharoitlarda turli matnlarga nisbatan, turli maqsadlarda turlicha qo'llay olishdadir. O'girish jarayonida tarjimon tomonidan hal etiladigan masalalar barchaga ma'lum usul va qoidalarni qo'llash imkonini beruvchi bir qolipdagi yoki tarjimonlik strategiyasining umumiy qoidalari asosida matnda yashiringan ma'no va tegishli vaziyatning o'ziga xosliklarini hisobga olgan holda yangicha yechim topishni talab etadigan darajada individual bo'lishi mumkin. Yechim qidirish ma'lum qoida va usuldan foydalanish imkoniyati haqidagi, uning o'zgaradigan yoki odatiy, qolipli yechimidan voz kechib, noyob, okkazonal yechimni tanlash zarurati haqidagi xulosalardan iborat bo'ladi;

- tarjimonlik faoliyati ob'yekti asl matndagi axborot hisoblanadi. Matn (xabar) mundarijasi semantik va shakliy qismlari bir-biri bilan bog'liq. Biroq uzviylik turlicha ahamiyat kasb etuvchi tugallangan bir butun ko'rinishda namoyon bo'ladi. Butun va uning bo'laklari orasidagi bog'liqlik tarjima jarayonida turlicha namoyon bo'ladi. Matnning alohida unsurlarini o'girishda muhimligiga qarab nisbatan aniq va to'laqonli ifoda yuzaga kelishi mumkin. Shu ma'noda bir butun alohida qismlariga nisbatan ahamiyatliroq bo'lishi (bo'lmasligi ham) mumkin;

- matnni tashkil etuvchi til birliklari o'z-o'zicha tarjima ob'yekti bo'la olmaydi, ammo matn mundarijasi, matnda ma'lum bir til vositalarining uchrashi ular orqali yuzaga keladi, semantik ahamiyatga ega bo'ladi, tarjima vazifasining xarakterini aniqlay olishi va tarjima uchun ma'lum bir qiyinchiliklar tug'dirishi mumkin. Shu ma'noda til birliklari ahamiyatini tarjima jarayonida matnning ulkan mundarijasidagi bir bo'lak sifatida ifodalash muammosi mavjud bo'ladi;

- ko'rsatilgan nisbat tarjimaga o'qitishda foydalaniladigan o'quv tarjimani professional tarjimonning ish sharoitlariga yaqinlashtirish imkonini beradi. Shu bilan birga, o'quv maqsadlarda ma'lum bir qolipdagi tarjima qiyinchiliklari va masalalarini, iloji boricha, kichik

qismda ajratib ko'rsatish imkonini beradigan matnning ayrim bo'laklaridan, ba'zi ifodalardan foydalanish mumkin;

- tarjimaga o'qitish jarayonida foydalanilayotgan o'quv materiali (matn, ifoda, so'z)ni o'g'irish usullari emas, balki tipik tarjima masalalarini yechish usullari va individual ijodiy yechimlar qidirish strategiyasi o'rganishi lozim.

Har qanday o'quv yo'nalishi mundariyasi, o'rganilayotgan predmetning o'ziga xos xususiyatlari o'qitishning pirovard maqsadi bilan belgilanadi. Tarjimonlik faoliyati qonun-qoidalarini tarjimonlar tayyorlash dasturi asoslariga kiritilgan tarjima nazariyasi o'rganadi.

Bu borada ta'lim jarayonida quyidagi tadbirlarni amalga oshirishsak sohaviy tarjimonlar tayyorlash yanada takomillashadi degan fikrdamiz:

- ta'lim jarayoniga oid me'yoriy xujjatlar, xususan, davlat ta'lim standarti, malaka talablari, o'quv dasturlari kontentiga sohaviy tarjimon tayyorlash jarayonini singdirish;

- tarjima nazariyasi va amaliyoti yo'nalishi bo'yicha o'quv dasturlari va syllabuslariga quyidagilarda umumiylik, yuqori kurslarida esa ixtisoslik tamoyilini tadbqiq qilish;

- ta'lim jarayonining dastlabki 1-4 - semesterlarida umumiy tarjima nazariyasi va amaliyoti, ya'ni yozma va og'zaki tarjimaning umumiy qoida va tamoyillarini o'rgatish;

- ta'lim jarayonining keyingi 5-8 - semesterlarida sohaviy tarjima nazariyasi va amaliyoti bo'yicha dars mashg'ulotlarini olib borish. Bunda talabalar 5-semester boshida talabalar guruhlarida bugungi kunda davlat va jamiyatning eng ilg'or sohalarida, jumladan, iqtisodiyot, san'at, sport, neft-gaz, xuquqshunoslik sohalarida taqsimlanadi va talabalarda mutaxassislik fanlari kontentiga belgilangan sohaviy tarjima nazariyasi va amaliyoti bo'yicha bilim, ko'nikma va malakalarni shakllantiriladi.

- ta'limning ayni shu bosqichida o'rganilayotgan xorijiy til, maxsus maqsadlar uchun xorijiy til fanlari, jumladan, "English for Economics", "English for Art", "English for Sport", "English for Justice" ga o'zgartiriladi.

Sohaviy tarjimon tayyorlashning kontentida bo'lajak tarjimonlarda takomillashishi lozim bo'lgan bir necha kasbiy kompetensiyalar mavjud bo'lib, ular orasida tematik hamda terminologik kompetensiya eng muhimlari xisoblanadi. Chunki soha terminologiyasi va uning asliyat va tarjima tillarida muqobillari, ifodasini qanchalik yaxshi bilishi, tarjima jarayonida duch keladigan leksik muammolarni bartaraf etishga yordam beradi.

Mantiqiy yondashuv nuqtai nazaridan terminologiyaning ko'plab masalalari birinchi navbatda termin va tushuncha o'rtasidagi munosabat masalasini o'rganishdan boshlanadi. Bo'lajak tarjimon termin va anglatadigan tushunchani anchalik tog'ri anglashi va unda bu borada yetarli bilim, ko'nikma va malakani shakllanishi kelgusi faoliyatida lingvistik, tematik va xatto psixi-fiziologik muammolarga duch kelishini oldini oladi.

Xulosa sifatida aytish mumkinki, bugungi kunda mamalakatimiz dunyo hamjamiyati bilan xar tomonlama xamkorlik masalalarini kengaytirayotgan bir davrda xalqaro xamkorlik jarayonini yangi bosqichga olib chiqishda tarjimonlar, xususan, sohaviy tarjimonlarni roli muhim deb xisoblaymiz. Tarjimon tayyorlovchi oliy ta'lim muassasalarida esa sohaviy tarjimon tayyorlashni bosqichma-bosqich amalga oshirish kelgusida mamlakatimizga professional tarjimonlar tayyorlashga zamin yaratadi.

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MADANIY KONTEKSTNING TARJIMA JARAYONIDAGI ROLI: MISOLLAR VA TAHLIL

A. Mamadaliyev¹*Annotatsiya:*

Ushbu maqolada madaniy kontekstning tarjima jarayonidagi roli tahlil qilinadi. Madaniyat va til o'rtasidagi o'zaro bog'liqlik, tarjima jarayonida yuzaga keladigan muammolar va madaniy tafovutlarning ahamiyati ko'rsatilib, tarjimonning moslashtirishdagi roli ochib beriladi. Misollar orqali tilga xos iboralar, diniy tushunchalar, madaniyat va gender rollari kabi masalalar yoritiladi. Maqolada madaniy moslashtirishning muhimligi, tarjimaning kommunikativ va estetik adekvatligi, shuningdek, madaniyatlararo muloqotda tarjimonning vositachilik roli ta'kidlanadi. Natijada, madaniy kontekstning tarjima jarayonida muhim ahamiyatga ega ekanligi va tarjimonlarning madaniy tafovutlarni e'tiborga olishlari lozimligi xulosasiga kelinadi.

Kalit so'zlar: madaniy kontekst, madaniy moslashtirish, tushunmovchiliklar, diniy tushunchalar, kommunikativ adekvatlik, madaniy tafovutlar.

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Madaniy kontekst tushunchasi

Madaniy kontekst – bu insonlar o'rtasidagi muloqot jarayonida ularning tili, urf-odatlar, qadriyatlar, diniy, siyosiy, ijtimoiy, va tarixiy muhit kabi madaniy omillar tomonidan shakllangan umumiy tushuncha va tajribalar yig'indisidir. Madaniy kontekst insonlarning qanday qilib o'zaro muloqot qilishini, bir-birlarini qanday tushunishini va qanday qarorlar qabul qilishini belgilab beradi.

Madaniy kontekstning asosiy elementlari:

Til: Madaniyatni ifoda qilish va tushunishda til markaziy o'rinni egallaydi. Har bir til ma'lum madaniyatning o'ziga xos xususiyatlarini, qadriyatlarini va dunyoqarashini aks ettiradi.

Qadriyatlar va dunyoqarash: Madaniyatda qadriyatlar (axloqiy me'yorlar, ijtimoiy qoidalar) va dunyoqarash (hayotga bo'lgan umumiy qarash) turli muloqot shakllarida aks etadi.

Urf-odatlar va an'analar: Har bir madaniyatga xos urf-odatlar va an'analar ham muloqot jarayonini shakllantiradi. Tarjima qilinadigan matnlar yoki so'zlar ushbu madaniy unsurlarni o'zida aks ettirishi mumkin.

Ijtimoiy va siyosiy kontekst: Ijtimoiy va siyosiy omillar madaniyatning umumiy kontekstini shakllantiradi. Ushbu omillar muloqotga yoki tarjima qilinadigan materialning mazmuniga ta'sir qilishi mumkin.

Tarixiy kontekst: Tarjima qilinadigan matn yoki muloqot qaysi davrda yoki tarixiy hodisalar fonida shakllanganligini anglash juda muhimdir. Tarixiy kontekst nafaqat mazmunni, balki so'zlarning ma'nosini ham o'zgartirishi mumkin.

Madaniy kontekstni tushunish tarjimonlar uchun juda muhim, chunki u tarjimaning sodiqlik darajasini va matnning to'g'ri talqin qilinishini belgilaydi. Masalan, bir madaniyat uchun oddiy va o'z-o'zidan tushunarli bo'lgan ifodalar yoki iboralar boshqa madaniyatda

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noma'lum yoki noaniq bo'lishi mumkin. Tarjimon o'sha ifodani boshqa tilga o'tkazganda, nafaqat tilni, balki o'sha iboraning madaniy kontekstini ham hisobga olishi kerak.

Madaniy kontekstlar o'rtasidagi tafovutlar tarjima jarayonida yuzaga keladigan muammolardan biri bo'lib, tarjimon matnni o'zlashgan madaniyatga mos ravishda tushunarli qilish uchun moslashtirishga majbur bo'lishi mumkin.

Madaniy kontekstni hisobga olmaslik tarjima qilingan matnning noto'g'ri talqin qilinishiga yoki asliyatning mazmunini yo'qotishiga olib kelishi mumkin. Shuning uchun, madaniy kontekstni to'g'ri tushunish va uni tarjima jarayoniga to'g'ri qo'llash tarjimonning asosiy vazifalaridan biridir.

Madaniy kontekstni tarjima jarayonida qanday rol o'ynashini tushuntirish uchun bir nechta misol va iqtiboslar keltirish mumkin. Bu misollar madaniy tafovutlar tarjima jarayoniga qanday ta'sir qilishini ko'rsatadi:

Idiomalarning tarjimasida madaniy kontekst

Ingliz tilidagi idiomasi: "It's raining cats and dogs." Bu ibora to'g'ridan-to'g'ri tarjima qilinganda "Mushuklar va itlar yog'moqda" degan ma'noni beradi, lekin ingliz tilida bu shunchaki kuchli yomg'ir yog'ayotganini anglatadi. O'zbek madaniyatida bu tarzda ifodalanmaganligi sababli tarjimon ushbu iborani "qattiq/kuchli yomg'ir yog'moqda" deb moslashtirishi lozim.

Kontekstga bog'liq tarzda o'zgaruvchan qadriyatlar

Misol: Amerikalik yozuvchi Mark Tvenning "Tom Soyerning sarguzashtlari" asaridagi "Sunday school" (yakshanba maktabi) iborasini boshqa madaniyatga tarjima qilishda qiyinchilik tug'ilishi mumkin. Chunki xristian madaniyatidagi yakshanba maktabi boshqa madaniyatlarda mavjud bo'lmasligi mumkin. Tarjimon ushbu iborani tushuntirish yoki moslashtirish yo'llarini izlashga majbur bo'ladi.

Qadriyatlar va urf-odatlarining tarjimaga ta'siri

Misol: O'zbek tilidagi "Yotvolib xizmat qilish" iborasi o'zbek madaniyatida hurmat, kamtarlik va xizmat qilishga tayyorlikni anglatadi. Agar bu ibora to'g'ridan-to'g'ri ingliz tiliga tarjima qilinsa, "To lay down and serve" bo'lib, asl ma'noni bermaydi va ingliz madaniy kontekstida tushunarsiz bo'lishi mumkin. Bu iborani "Serve with utmost dedication" kabi moslashtirilgan tarzda tarjima qilish lozim.

Badiiy asarlarda madaniy kontekst

Misol: Lev Tolstoyning "Urush va tinchlik" asarida qahramonlar ko'pincha o'zaro fransuz tilida gaplashadi, chunki 19-asr Rossiya zodagonlari fransuz tilini bilishni yuqori maqom belgisi deb bilishardi. Buni ingliz tiliga tarjima qilishda, tarjimon rus va fransuz tilidagi dialoglarning madaniy ahamiyatini tushuntirishi yoki izohlashi lozim, chunki ingliz o'quvchisi bu ijtimoiy kontekstni darhol anglamasligi mumkin.

Madaniy tafovutlar va tarjimada tushunmovchiliklar

Bu ikki yoki undan ortiq madaniyat o'rtasidagi farqlar tarjima jarayonida noto'g'ri talqin yoki tushunmovchiliklarga olib keladigan hodisalardir. Turli madaniyatlarning o'ziga xos qadriyatlari, an'analari, urf-odatlari, dunyoqarashlari va ijtimoiy normalari bor, va tarjimon ushbu madaniy tafovutlarni hisobga olmaganda tarjima jarayonida jiddiy muammolar yuzaga kelishi mumkin.

Har bir tilda o'ziga xos iboralar va metaforalar mavjud bo'lib, ular ko'pincha madaniyatga bog'liq holda shakllanadi. Ushbu iboralarni boshqa tilga to'g'ridan-to'g'ri tarjima qilish ularning asl ma'nosini yo'qotishi yoki tushunmovchilikka olib kelishi mumkin.

Misol: Ingliz tilidagi ibora "Break a leg" — bu ibora omad tilash ma'nosini anglatadi, lekin uni to'g'ridan-to'g'ri tarjima qilsak, "Oyog'ingni sindir" degan ma'noni beradi va o'zbek tilida tushunarsiz bo'ladi. Madaniy kontekstni hisobga olgan holda, tarjima "Omad tilayman" tarzida bo'lishi kerak.

Turli madaniyatlarda diniy va axloqiy qadriyatlar bir-biridan keskin farq qilishi mumkin, va bu tarjima jarayonida noto'g'ri talqinlarga olib kelishi mumkin.

Masalan, Ingliz tilida "God helps those who help themselves" — Bu ibora ingliz madaniyatida xudoga ishongan odamlar o'z kuchlariga ham ishonishi kerakligini anglatadi. Ammo ba'zi boshqa madaniyatlardagi diniy qadriyatlar buni boshqacha tushunishi mumkin. Masalan, sharq madaniyatlarida taqdirga ishonganlik ko'proq bo'ladi, shuning uchun tarjimon bu farqni hisobga olib tarjima qilishi lozim.

Bir madaniyatda tushunarli bo'lgan biror voqea yoki holat boshqa madaniyatda tushunarsiz yoki noto'g'ri talqin qilinishi mumkin. Bu tafovutlar tarjimada murakkabliklar keltirib chiqarishi mumkin. Masalan, o'zbek madaniyatida: mehmondo'stlik madaniy qadriyat sifatida yuqori o'rinda turadi. Tarjima jarayonida mehmondo'stlikka oid an'ana va odatlar, masalan, mehmonning xonadon egasidan ko'ra oldin ovqat yeyishi yoki dasturxon boshida o'tirishi madaniy kontekstda tushuntirilishi muhimdir.

Turli madaniyatlarda gender va ijtimoiy rollar bo'yicha katta farqlar bo'lishi mumkin. Ba'zi madaniyatlarda gender tengligi qadriyat sifatida qabul qilingan bo'lsa, boshqa madaniyatlarda bu borada an'anaviy qoidalar kuchliroq. Tarjimada ushbu tafovutlarni hisobga olish muhimdir, aks holda noto'g'ri ma'nolar paydo bo'lishi mumkin.

Madaniy tafovutlar tarjima jarayonida ko'pincha tushunmovchiliklar, noto'g'ri talqinlar va hatto kommunikatsiya qiyinchiliklariga olib keladi. Tarjimonlar madaniy tafovutlarni tushunib, tarjima qilinayotgan matnning asliyat ma'nosini saqlab qolish va uni mos madaniy kontekstga moslashtirish uchun ehtiyotkorlik bilan yondashishlari lozim bo'ladi.

Madaniyatlararo muloqot va tarjimada ma'no adekvatligi

Bu tarjima jarayonida matnning ma'nosini bir madaniy kontekstdan boshqasiga o'zgarmasdan yetkazish qobiliyatini anglatadi. Madaniyatlararo muloqotda, ma'no adekvatligi (ya'ni, moslik) nafaqat til o'zgartirilishi, balki madaniy kontekst, urf-odatlar, qadriyatlar, va dunyoqarashlarni ham hisobga olishni talab qiladi. Ma'no adekvatligini ta'minlash tarjimonning asosiy vazifalaridan biri bo'lib, bu jarayonda o'ziga xos muammolar va yondashuvlar mavjud.

Ma'no adekvatligi deganda tarjima qilinayotgan matnning asl ma'nosi saqlanib qolishi tushuniladi. Ma'no adekvatligini ta'minlashda ikki asosiy omil bor:

- Denotativ ma'no: So'zlarning lug'aviy ma'nosi.
- Konnotativ ma'no: So'zlarning madaniy va emotsional ma'nolari, hamda ular qanday talqin qilinishi.

Agar tarjima jarayonida faqatgina lug'aviy ma'no e'tiborga olinib, konnotativ ma'no hisobga olinmasa, tarjima to'g'ri bo'lishi mumkin, lekin madaniyatlararo muloqotda ma'no noto'g'ri tushunilishi mumkin.

Har bir madaniyat o'ziga xos til strukturasiga ega bo'lib, bu til orqali o'z madaniyatini ifodalaydi. Tarjimon madaniyatlararo muloqotda ma'no adekvatligini ta'minlash uchun tilning madaniy yukini hisobga olishi lozim. Masalan, Ingliz tilidagi "How are you?" savoli oddiy salomlashuv shakli bo'lsa, o'zbek tilidagi "Qalaysiz?" ko'proq yaqin munosabat va qiziqishni bildiradi. Tarjimon ushbu madaniy farqlarni hisobga olishi kerak.

Madaniy moslashtirish nima? Madaniy moslashtirish — bu matnning til jihatidan to'g'ri bo'lishidan tashqari, o'quvchining madaniy kontekstida tushunarli va mantiqiy bo'lishini ta'minlash uchun amalga oshiriladigan o'zgarishlardir. Tarjimon bu jarayonda asliyatdagi matnning madaniy jihatlarini tushunib, ularni qabul qiluvchi madaniyatga moslashtirishi zarur. Madaniy moslashtirishning asosiy maqsadi: matn mazmunini madaniy jihatdan qabul qiluvchilar uchun qiyinchiliklarsiz tushunarli qilish; madaniy tafovutlar sababli yuzaga kelishi mumkin bo'lgan tushunmovchiliklarni bartaraf etish; asliyat matnni yangi madaniy kontekstda ham qiziqarli va mantiqiy saqlab qolish. Masalan, o'zbek madaniyatida: "Navro'z" bayrami xalq uchun katta ahamiyatga ega bo'lib, o'zbeklarning madaniy urf-odatlari bilan bog'liq. Agar bu bayram boshqa madaniyatda keng tanilmagan bo'lsa, tarjimon Navro'z haqida izoh kiritishi yoki bayramning ahamiyatini tushuntirishi kerak bo'ladi. Bu kabi misollar orqali madaniy moslashtirishning tarjima jarayonidagi muhim

ahamiyatini ko'rish mumkin. Tarjimonlar madaniy farqlarni e'tiborga olib, asliyat matnni qabul qiluvchi madaniyatga moslashtirishi, izoh qo'shishi yoki ekvivalent topishi kerak. Shu bilan birga, har bir misolda tahlil orqali tarjimaning madaniy jihatlarini chuqur tushuntiriladi, bu tarjimonning madaniyatlararo muloqotdagi muhim rolini ko'rsatadi.

Madaniy moslashtirish tarjima jarayonining muhim elementi bo'lib, u madaniyatlararo muloqotda muvaffaqiyat kalitidir. Har bir madaniyat o'ziga xos qadriyatlar, urf-odatlar, til unsurlari va tushunchalar tizimiga ega. Tarjimonning vazifasi faqat so'zlarni tarjima qilishdan iborat emas, balki ushbu madaniy jihatlarini qabul qiluvchi madaniyatga mos tarzda yetkazishdir. Bu jarayonda madaniy tafovutlar, tilga xos iboralar, diniy va ijtimoiy tushunchalar, hamda gender rollari kabi omillar tarjima qilinadigan matnning adekvatligini ta'minlash uchun izchil va aniq tushunilishi zarur.

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СОСТОЯНИЕ ФИЛОЛОГИИ, МЕТОДОЛОГИИ И ПЕРЕВОДА В ПЕРИОД ГЛОБАЛИЗАЦИИ

Гулназарзода Жило Бури¹

Аннотация:

В статье рассматриваются вопросы, связанные с филологией, методологией и переводом в условиях глобализации. В ней отмечается необходимость обновления традиционных подходов к изучению языковых, культурных и методологических явлений. В части филологии даётся её традиционное определение и на примере Таджикского международного университета иностранных языков имени Сотима Улугзаде подчеркивается актуальность вопросов филологии в современное время, когда наряду с традиционными методами изучения филологических дисциплин предлагается ряд дополнительных внеаудиторных работ, направленных на изучение языков в современных условиях. В связи с этим указывается на обоснованность функционирования различных клубов, направленных на приобретение дополнительных знаний студентами вузов. Рассматривая вопросы методов преподавания языков, автором делается акцент на применение новых технологий изучения и исследования структуры языков в процессе образования, науки и инноваций. При этом в статье доказывается неразрывная связь учебных, практических, воспитательных и развивающих целей при применении методики преподавания иностранных языков. При рассмотрении вопросов переводоведения и подготовки переводчиков в высших профессиональных образовательных учреждениях в статье на первый план выносятся важность учета специфических особенностей подготовки специалистов по переводческим специальностям в отличие подготовки специалистов со знанием иностранных языков в сфере педагогики. Здесь также подчеркивается обоснованность участия студентов в дополнительных внеурочных мероприятиях, связанных с подготовкой переводчиков..

Ключевые слова: филология, методология, перевод, ИКТ, культурных компонент, обучение, воспитание, развитие, инновации, переводчик.

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Мы развиваем изучение и освоение языков не ради рисовки, а с целью просвещения общества. Поэтому каждый просвещенный человек должен прилагать усилия для обогащения родного языка и изучения иностранных языков.

Эмомали Рахмон

Наука в современном мире развивается с космической скоростью. Каждое мгновение со всех уголков мира поступает новая информация о научных явлениях и удивительных нанотехнологических открытиях. В самом деле, издревле наука считается фактором продвижения жизни общества, а учёные всегда рассматривались как величайший интеллектуальный ресурс нации.

Наряду с большим прорывом и ценными достижениями в области филологии, методологии и переводоведения существует также ряд проблем и задач, требующих обновления традиционных подходов к изучению языковых, культурных и

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методологических явлений. Глобализация, развитие информационных технологий и цифровых инструментов изменили задачи и внедрение некоторых наук в обществе.

Филология (букв. – любовь к слову) – содружество гуманитарных дисциплин – языкознания, литературоведения, текстологии, источниковедения, палеографии и др., изучающих духовную культуру человека посредством лингвистического и стилистического анализа письменных текстов, приобретающих новые аспекты и необходимость пересмотра методологических основ исследования [4, с.544].

Таджикский международный университет иностранных языков имени Сотима Улугзаде принимает активное участие в изучении актуальных вопросов филологии, методологии и переводоведения, что делает его важным центром научной мысли в регионе. Ученые университета проводят различные исследования, отражающие проблемы и тенденции современной науки. На профильных кафедрах университета исследуются вопросы междисциплинарного отношения к изучению языка. На базе научно-исследовательских проектов при действующих кафедрах и центрах, таких как Центр изучения произведений Лидера нации, Центр развития методических навыков, Ресурсный центр преподавателей английского языка, Центр изучения языка хинди, центр изучения корейского языка, Центр русского языка изучаются различные аспекты филологии, языковые контакты, междисциплинарные отношения языков с другими науками, что способствует глубокому осмыслению языка в социальной среде и культурных аспектов в его развитии.

В целях исследования и оценки научно-исследовательских работ в языкознании при Таджикском международном университете иностранных языков имени Сотима Улугзаде создан Диссертационный совет 6D.KOA-036 по специальности 6Do21300 – Языкознание (6Do21301 – Теория языка и 6Do21302 – Сравнительно-историческое, типологическое и сопоставительное языкознание) и на соискание ученой степени кандидата филологических наук по специальности 10.02.00 – Языкознание (10.02.19 – Теория языка и 10.02.20 – Сравнительно-историческое, типологическое и сопоставительное языкознание (утвержден 03 марта 2022 года №90 ш/д)). На базе данного совета осуществлено 33 защиты диссертаций. Кроме того, в соответствии с нормативно-правовыми актами в данном направлении наряду с гражданами республики имеют возможность соискать научные степени и звания и иностранные граждане. В частности, 25 ноября 2023 года гражданка Китайской народной республики Джанг Лей защитила свою диссертацию на тему “Структурно-семантический анализ лингвистических терминов в таджикском и китайском языках” на соискание ученой степени кандидата филологических наук по специальности 10.02.20 – Сравнительно-историческое, типологическое и сопоставительное языкознание.

В университете уделяется особое внимание научной и творческой деятельности студентов. В настоящее время при кафедрах плодотворно функционируют 24 научных куржка, такие как “Переводчик”, “Философия и жизнь”, “ИКТ”, “Языковед”, “Русское слово”, “Молодой учитель”, “Сомониён”, “Равзана”, «Фуруг», “вечер английского языка”, “Discussion Club”, “English enhancement”, “Сибавайхи”, «Восход слова» “Переводческое дело” «Любители французского языка», “Правовед”, “Молодой психолог” и другие, на заседаниях которых обсуждаются актуальные вопросы политики, науки и культуры, значимые события в жизни молодёжи с привлечением писателей, учёных и экспертов страны, переводчиков и преподавателей-носителей иностранных языков.

В центре внимания находится также методология лингвистических исследований. Университет внедряет новые технологии изучения и исследования структуры языков в процесс образования, науки и инноваций. С целью развития науки, осуществляется внедрение технологий в процесс обучения языку и подготовки специалистов в области компьютерной лингвистики, среди них, с 40 действующими

специальностями университета, специальности по компьютерному преподаванию языка, лингвистика и новые информационные технологии, документация и информационное обеспечение управления, китайский язык. Информатика готовит языковых специалистов с технологическими знаниями.

Подготовка преподавателей и переводчиков иностранных языков ведется в Университете с конкретными целями и задачами. Одной из важных целей является удовлетворение потребностей общества и государства, и она реализуется на основе государственного стандарта высшего профессионального образования, типовых планов и образовательных программ. Важнейшим требованием при подготовке педагогических и переводческих кадров является, прежде всего, специалист, обладающий определенными компетенциями, глубоким овладением базовых знаний (языка иностранной специализации и комплекса общепрофессиональных знаний), профессиональными навыками и высокой культурой. Возможность подготовки языковых специалистов, согласно требованиям государства и рынка труда, в каждом высшем учебном заведении тесно связана с материально-техническими условиями и профессорско-преподавательского составом.

В настоящее время в Таджикском международном университете иностранных языков имени Сотима Улугзаде преподаются 12 различных мировых языков (таджикский, русский, английский, немецкий, французский, китайский, японский, корейский, арабский, хинди, персидский и узбекский).

В «Лингвистическом энциклопедическом словаре» написано: «Как служба понимания филология помогает выполнению одной из главных человеческих задач – понять другого человека (и другую культуру, другую эпоху), не превращая его ни в «исчислимую» вещь, ни в отражение собственной эмоции» [4, с.545].

Отечественные и зарубежные учёные в области методики (Алиев А.Н., Сайфуллоев Х.Г., Неъматов С.Э., Шербоев С., Шатилов С.Ф., Галскова Н.Д., Ашурова Б. И др.) также придерживаются мнения о том, что реализаций учебных, практических, воспитательных и развивающих целей в процессе занятий по иностранным языкам способствуют развитию комплекса компетенций студентов [1; 2; 3].

В науке о методике преподавания иностранных языков существуют четыре главные цели: учебная, практическая, воспитательная и развивающая. Действительно, эти цели имеют универсальный характер и соответствуют преподаванию и других дисциплин. Преподавателями университета подготовлено и издано работ, в частности: Турсунов Ф.М. «Перевод юридических текстов», Каримова М. «Анализ художественных текстов на практических курсах по переводу», Турсунов Ф.М., Махмудзода М., Давлатова Х. «Практикум английского перевода», Кадамсаидов С. «Сопоставительная типология английского и таджикского языков», Абдуласанова З.Ш. «Практическая фонетика французского языка и др. Также преподавателями факультета английского языка разработана Программа обучения английскому языку в рамках общеевропейского стандарта иностранных языков (CEFR) для 1, 3, 6, 9 месячных и годовых, двухгодичных и четырёхгодичных курсов обучения и организованы курсы по изучению данного языка для студентов по направлению «английский язык» по международным стандартам.

Важным считается реализация этих целей в процессе обучения иностранным языкам для педагогических и переводческих специальностей. Как пример, организована специальность «таджикский язык и литература», а также узбекский язык и литература с целью подготовки квалифицированных преподавателей по двум направлениям: таджикский язык и литература и узбекский язык и литература для общеобразовательных учреждений Республики Таджикистан и дружественной Республики Узбекистан. Одной из других основных целей этой специальности

является укрепление отношений сотрудничества с высшими учебными заведениями соседних стран, изучение опыта преподавателей друг друга и обмен учёбой студентов.

В настоящее время в целом более 40 студентов обучаются по специальности «Таджикский язык и литературы. Узбекский язык и литература».

Особенность иностранного языка состоит в том, что он является средством общения, получения информации об окружающей среде в естественных условиях общественной жизни. Иностранный язык предоставляет учащимся возможность выражать свои мысли и мнения об объектах и событиях, а также отношениях между ними посредством нового языка [1, с.74].

В современное время преподавание иностранного языка должно осуществляться целенаправленно, и наряду с языком учащимся следует прививать и культуру этого языка. Необходимо вовлекать студентов в межкультурное общение. В данном контексте имеется в виду следующее:

1. Практическая цель изучения иностранного языка – овладение языком как средством общения и использование его в письменной и устной речи. Практическая цель изучения иностранного языка для каждого образовательного учреждения определяется учебной программой данного предмета.

Практическая цель преподавания иностранного языка при подготовке будущих учителей и переводчиков заключается, прежде всего, в том, чтобы выпускники университета могли говорить на иностранном языке. Приобретение лингвистических знаний, изучение структуры иностранного языка и соблюдение правил языка в письменной и устной речи являются задачами реализации практической цели. Как для педагогов, так и для будущих переводчиков главными требованиями, прежде всего, являются знание языка специальности, особенности его правильного использования.

2. Учебная цель изучения иностранного языка рассматривается не как языковая система, а как средство межкультурного общения и познания культуры страны, где изучается язык. Подготовка к учебной (дидактической) деятельности по данному направлению должна включать практические занятия по устному и письменному переводу, в том числе профессионально ориентированному, с иностранного языка на родной язык и с родного языка на иностранный язык, а также чтение лекций и проведение семинаров по теории перевода.

Учебная цель иностранного языка направлена на расширение языковых и общих знаний учащихся и включает приобретение знаний о культуре страны изучаемого языка. Здесь имеются в виду региональные знания, о литературе, культуре, истории и т.п.

В целом, достижение учебной цели требует, чтобы студент обладал межкультурной компетенцией в иностранных языках. Также должно быть обеспечено повышение уровня общей культуры и образования, расширение культуры и мышления, общения и речи учащихся [1, с. 77].

3. Воспитательная цель изучения иностранного языка – предоставить учащимся социокультурные знания. Уважение и признание культуры страны, где изучается язык, и национальностей носителей этого языка, воспитание культуры общения и межкультурного общения, свободное общение на иностранном языке, связанное с профессиональными вопросами и различными рассматриваются сферы повседневной жизни. Ограничение только аудиторными занятиями не приносит желаемого результата. Общение и переписка со студентами, широкое использование языка специальности являются неотъемлемой частью образовательного процесса. В связи с этим наши студенты регулярно проводят занятия и культурные месячники с участием иностранных гостей в «Национальном музее» и культурно-развлекательных парках, посвященные праздникам, в частности, Дню национального единства и государственной независимости. Они участвуют в международных спортивных

соревнованиях, проводимых в Душанбе, в качестве волонтеров-переводчиков. В университете работают международные судьи, такие как футбольный арбитр Насрулло Кабиров, владеющие несколькими иностранными языками. По согласованию с компетентными государственными органами наш Университет посещают послы иностранных государств, аккредитованных в нашей республике, такие как посол Республики Индия, посол Российской Федерации, посол Республики Корея, посол Китайской народной республики, посол Японии, посол Франции, посол Германии, посол арабской Республики, представители дипломатических корпусов, международных организаций во время празднования национальных праздников, в частности, Международного Навруза и дней и недель языков. В Университете также преподают студентам носители иностранных языков, что создаёт реальную среду общения и перевода.

Для будущего специалиста, помимо хорошего владения языком, на первом месте стоят наличие высоких профессиональных навыков, образование и высокая культура. Только культурный человек, обладающий образцовой нравственностью и образованием, может добиться успеха в выполнении задач и профессиональной деятельности. Реализация воспитательных целей на уроках иностранного языка требует использования учебных материалов и текстов.

4. Развивающая цель обучения иностранному языку предполагает учет личностных потребностей, психологических и индивидуальных особенностей учащихся, общего интеллектуального развития и развития личности учащегося. Каждый специалист, в том числе преподаватели и переводчики, со студенческого периода должен развиваться всесторонне. Процесс обучения иностранным языкам, процесс каждого урока учителя, его учебные материалы и средства должны быть направлены на развитие учащихся.

Современные методы, информационные технологии и мультимедийные средства, используемые в процессе обучения иностранным языкам, могут помочь заинтересовать студентов, развить их интеллектуальное мышление и развить лингвистические, межкультурные, творческие и коммуникативные навыки. В Таджикском международном университете иностранных языков имени Сотима Улугзаде имеются языковые кабинеты, оборудование для синхронного перевода и языковое пространство для изучения иностранных языков.

Развитие логически правильных коммуникативных навыков, умения свободно выражать свои мысли и мнения, умения использовать иностранный язык как средство письменного и устного общения являются требованиями цели развития при изучении иностранного языка [1, с.84].

К подготовке переводчиков в высших профессиональных учебных заведениях предъявляются определенные требования, особенно в процессе обучения. Особенности программы подготовки специалистов по переводческим специальностям совершенно отличаются от педагогических специальностей и включают несколько более сложный уровень. Для качественного усвоения учебного материала студентам переводческих специальностей следует более активно участвовать в выполнении практической работы. Переводческий журнал университета «Машалафруз» публикует образцы произведений отечественных и зарубежных писателей и поэтов, переведенных студентами, и оценивает переводческое мастерство студентов.

Переводческую деятельность можно условно разделить на производственно-практическую, научно-исследовательскую, организационно-управленческую и образовательную (дидактическую). Всем этим видам деятельности специалист должен быть подготовлен в высшем профессиональном учебном заведении.

Подготовка к производственно-практической деятельности включает в себя выполнение письменных и различных видов устных переводов на различные темы, в том числе экономические, технические и юридические, которые наиболее востребованы на рынке переводческих услуг. Кроме того, данный вид деятельности включает в себя письменный перевод, работу с официальными текстами, деловыми и отраслевыми документами, а также редактирование переводов. В современных условиях будущему переводчику совершенно необходимо овладеть всем набором информационных технологий, которые используются для обеспечения работы переводчика.

При подготовке к научно-исследовательской деятельности будущих переводчиков следует учесть работу с научно-исследовательскими материалами не только в области перевода, но и в целом лингвистики, а также в сфере межкультурной коммуникации и, самое главное, выполнение самостоятельных исследований.

В целях усовершенствования навыков изучения языков студента Университета приняли активное участие и заняли достойные места в конкурсах и олимпиадах разных уровней – республиканских и международных, таких как Республиканская Олимпиада среди высших профессиональных учебных заведений Республики Таджикистан, республиканские конкурсы «Студент и развитие науки и техники», «Книга «Таджики» – зеркало истории нации», «Илм – фуруғи маърифат» (наука – источник просвещения), «Фуруғи субҳи доноӣ китоб аст...» (книга – источник знаний), Республиканский конкурс среди студентов вузов за «Кубок Таджикского международного университета туризма и предпринимательства», Республиканский конкурс среди студентов вузов «Лучший программист», «Знатоки японского языка», «Знатоки языка хинди», «Знатоки корейского языка», «Мост китайского языка».

В целях большего привлечения молодёжи к изучению языков в свете политики Лидера нации Эмомали Рахмона, направленной на развитие изучения языков, Руководством Таджикского международного университета иностранных языков имени Сотима Улугзаде был организован республиканский конкурс среди студентов вузов Республики Таджикистан под названием «Знание языков – знание мира» за «Кубок Таджикского международного университета иностранных языков имени Сотима Улугзаде». Данный конкурс был проведен впервые 1 октября текущего года с участием 90 студентов из 26 учреждений высшего профессионального образования по направлениям таджикского языка, русского языка, английского языка и китайского языка. В целях обеспечения прозрачности конкурса жюри конкурса было сформировано из международных неакадемических учреждений.

Подготовка к организационно-руководящей деятельности в сфере перевода включает в себя обучение организации процесса письменного и устного перевода на различных официальных мероприятиях.

Стоит отметить, что успешное осуществление указанных выше видов профессиональной деятельности возможно только при наличии у переводчика всех необходимых компетенций – общепрофессиональных (лингвистических, коммуникативных, лингводидактических и др.) и специальных, переводческих, охватывающих все виды перевода.

В этом контексте дирекция университета расширила и укрепила сотрудничество с учреждениями периодической печати Республики Таджикистан и в сотрудничестве с наиболее престижными изданиями страны проводит совместные республиканские конкурсы по различным тематикам. Например, можно упомянуть совместный республиканский конкурс с изданием «Народная газета», который был организован и проведен в связи с объявлением 2023 года годом развития русского языка в странах СНГ под названием «Роль Лидера нации в развитии русского языка».

Также преподавателями университета проводится большая работа по изучению и переводу литературных произведений, научных книг и произведений различных жанров с таджикского языка на другие языки. Книга Лидера нации, уважаемого Эмомали Рахмана «Язык нации – сущность нации», признанная книгой истории и паспортом таджикского языка, используется учеными как достоверный и надежный научный источник, оба тома переведены преподавателями университета и изданы на русском, английском и китайском языках. Наши специалисты с большой ответственностью стремились сохранить суть и содержание книги в процессе перевода и тем самым выполнить действие, результаты которого рассчитаны на долгие годы. Наша цель и задача этой инициативы – прежде всего представить и показать великие заслуги Великого Лидера нации, уважаемого Эмомали Рахмона в области лингвистической науки, а также еще раз доказать миру, что история таджикского языка корнями уходит в древность. Книга «Язык нации – сущность нации» и ее перевод используются как источник изучения на специальных курсах и семинарах, а с целью усиления деятельности в этом направлении в Университете планируется создание Научно-исследовательского института языкознания и перевода.

Приобретение студентами переводческих специальностей набора упомянутых компетенций ставит перед преподавателями задачи, реализация которых во многом зависит от профессиональной деятельности преподавателей образовательного учреждения. Университет должен не только давать студентам профессиональные знания, но и развивать в них коммуникативные, аналитические навыки и навыки принятия решений, а также чувство ответственности и самосовершенствования, а пути достижения этой цели следующие:

- совершенствование дидактики перевода, т.е. пересмотр образования общей теории перевода; адаптация образовательных планов и программ к требованиям современности; введение новых предметов в учебные программы переводческих специальностей; организация семинаров и практических занятий вне учебного плана.
- введение курса методики преподавания перевода в группу обязательных или факультативных предметов; разработка учебника по методике преподавания перевода, основанного на научном аспекте переводческого опыта.
- направить курс занятий по профильным предметам на изучение и обзор областей перевода, категорий и отраслевых понятий.
- организация интегрированного обучения иностранным языкам специальности с родным языком посредством современных методик.

Реализация этих задач требуют грамотности, умений, профессиональных навыков и высокого чувства ответственности преподавателей учреждения, особенно профильных кафедр.

Одним из главных вопросов современной науки в области филологии является оценка междисциплинарных связей. Например, можно сказать, что язык не изучается изолированно, а изучается в связи с другими социальными и гуманитарными науками. Включение в изучение языкознания наук семантики, психолингвистики, социолингвистики, логической лингвистики, когнитивной лингвистики и юридической лингвистики позволяет изучать язык как средство выражения культурно-познавательных процессов и обеспечивает охват широкого круга филологических исследований.

Еще одной чрезвычайно важной проблемой является методология лингвистических исследований в условиях цифровизации. В последнее десятилетие возросла роль цифровых технологий, что привело к необходимости использования крупномасштабных данных и методов их автоматизированного анализа (структурная лингвистика, корпусная лингвистика). Этот вопрос предполагает адаптацию традиционных методических подходов к новым условиям.

Немаловажным является вопрос языковой адаптации в эпоху цифровизации. Цифровые платформы и социальные сети создают новые формы общения, меняют структуру языка и его использование. Такая ситуация влияет как на филологические исследования, так и на переводческий процесс. Необходимо осваивать новые формы методов изучения языка и адаптировать научные методы к меняющейся языковой среде.

В условиях стремительного развития международных отношений перед переводоведением также стоит проблема точности перевода и сохранение особенностей текста. В эпоху цифровизации возникают новые вопросы в направлении роли переводчиков и средств автоматизации перевода, которые требуют разработки и формирования новых подходов и стратегий. В такой ситуации следует учитывать как традиционные, так и современные методологии.

В области переводоведения глобализация поднимает проблему сохранения точности перевода и культурных особенностей текста. С развитием транснациональной коммуникации и локализацией текста возникает потребность не только в точном переводе, но и в адаптации контента к культурной реальности аудитории и пользователей. Такая ситуация требует от переводчиков не только хорошего знания языка, но и глубокого понимания культуры.

Еще одной проблемой в области переводоведения является влияние автоматизированных систем перевода. Машинный перевод и автоматизированные системы, такие как нейросети, быстро развиваются и угрожают традиционным методам перевода. Несмотря на свою эффективность в обработке большого объема информации, им зачастую не удается передать культурные нюансы и эмоциональное содержание текста. Данная ситуация требует пересмотра подходов к подготовке переводчиков и разработке новых методических стратегий.

Исследование этих вопросов чрезвычайно важно, а его результаты могут обеспечить дальнейшее развитие научных идей в области филологии, методологии и переводоведения, а Таджикский международный университет иностранных языков имени Сотима Улугзаде является не только центром изучения языков, но и, как важное научно-исследовательское учреждение, в рамках своих возможностей и компетенций играет значимую роль в решении современных проблем филологии, методологии и перевода.

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ВОСТОЧНАЯ РЕАЛИЯ МУЛЛА В СТАРЫХ РУССКИХ ПЕРЕВОДАХ ЧЕЛОБИТНЫХ ХИВИНСКИХ ПОСЛОВ XVII ВЕКА

Кулмаматов Д.С.¹

Аннотация:

В статье исследуются структура и семантика восточной реалии муллы, употреблявшейся в текстах старых русских переводов хивинских послов XVII века.

Ключевые слова: челобитная, посол, мулла, значение, старый русский перевод.

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В старых русских переводах челобитных хивинских послов XVII в., хранящихся в фонде 134 «Сношения России с Хивой» Российского государственного архива древних актов (РГАДА) в Москве часто встречается название муллы ‘должностное лицо, занимавшееся письменными делами’. Почему-то данное значение этой лексемы не отмечается в лексикографических источниках. Она Л.З.Будаговым толкуется следующим образом: «*«*мулла (вм. *لاوه* мэвла), кир. Произнос. *الله* мылда, у некотор. тат. *انلوم* (в Минской губернии), въ тат. учитель закона и других предметов, ученый, священнослужитель (в Турции молла-судья, если следует за собствен. именем, ученик, студент, если предшествует собств. имени) ... (По приобретении известной степени учености, муллы имеют право на должность священника, т.е. право служить в мечети и толковать Алкуран)*»* [1, с. 251]. При этом следует отметить, что значение восточной реалии муллы определялось в зависимости от ее месторасположения в сочетании с собственными именами. Употребляясь перед собственными именами, она указывала просто на грамотного человека, умеющего писать и читать восточные тексты, написанные арабской графикой.

В XVII в. муллы часто приезжали в Москву в составе хивинских и бухарских посольств для выполнения различных письменных работ. Например, в деле, касающемся приезда в 1699 г. хивинского посла Достак-Багадыра, читаем: «Роспись именам иноземцов которые приехали с хивинским послом к великому г(о)с(у)д(а)рю к Москве с Достак Бахатырем молла Мукум Шихъ Хожа Алакъ Досбакъ молла Ога молла Ленгери молла Юсуп молла Менеша молла Худайберди Халпа Кадайберди Жабакъ молла Абдула Ниясъ Садик молла Решит ...» [РГАДА, фонд 134, опись I, 1699 г., дело I, лист 145].

Примечательно, что на листах, где написаны русской скорописью тексты челобитных хивинского посла Достак-Багадыра, запись в правильности его слов производилась муллами арабской графикой по-тюркски следующим образом: *يچلي* *ي* *تسابد* *ل* *وق* *مللابد* *ن* *دبر* [ilčī tarabdin ‘ābdāllə qūl bāstī] – дословно: со стороны посла Абдулла руку приложил.

Восточная реалия муллы арабского происхождения, содержащаяся в словарном составе русского языка, употреблялась в тюркских языках первоначально в двух значениях:

- 1) ‘учитель закона и других предметов; ученый, священнослужитель’;
- 2) ‘должность священника’ [1, с. 251]. В памятниках русско-среднеазиатской деловой письменности термин «мулла» встречается довольно часто с новой

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семантикой, возникшей на тюркской почве. Этот термин в русском деловом языке, наряду с восточной реалией язычей ‘должностное лицо, занимающееся в восточных канцеляриях письменными делами’ [2, с. 109], обозначал ‘человека, занимающегося письменными посольскими делами’.

Словарь русского языка XI–XVII вв. (СлРЯ XI–XVII вв.) восточную реалию мулла фиксирует впервые под 1624 годом: «Из мечети вышли ... их мултылы» [3, с. 307]. Этот же словарь отмечает её и в памятниках русской деловой письменности и под 1557 годом, но в другой форме – молла: «Астороханские люды, Чалым-уланъ въ головахъ, и молтылы и ходжыи и шихи и шихзады» [Там же, с. 247]. Однако в нем отмеченный нами случай – употребление восточной реалии мулла с собственными именами – не отражен.

Наряду с указанным явлением следует отметить и то, что на обороте листов, где написаны подъячими при помощи переводчиков или толмачей Посольского приказа тексты старорусских переводов челобитных хивинских послов, имеются записи, произведенные муллами арабской графикой по-тюркски, в правильности их слов: *یچلیا کینچی چلیا حیفه لام نم مکتفلمچ وید* [ilčī tarabdan ‘ābdālə qūl bāstī] (РГАДА, ф. 134, оп. I, 1699 г., д. I, л. 145 об.) – дословно: ‘со стороны посла Абдулла руку приложил; *میدیوق لوقه مجذوریوید* [bū čeləfitnakə man mulā muqīm ilčīnik būyūğinjə qūl qūydīm] [РГАДА, ф. 134, оп. I, 1699 г., д. I, л. 146 об.] – дословно: «к этой челобитной я мулла Муким по велению посла руку приложил».

Приведенные примеры показывают, что муллы принимали активное участие в оформлении документов хивинских и бухарских посольств XVII в.

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МОДЕРНИЗМ ЙЎНАЛИШИ МУҲАММАДЖОН ХОЛБЕКОВ ТАЛҚИНИДА

Ш. Ҳасанов¹

Аннотация:

Мақолада XX асрда жаҳон адабиётининг ривожига муҳим роль ўйнаган модернизм методи тадқиқотчиси, таниқли адабиётшунос олим профессор Муҳаммадҷон Холбековнинг модерн адабиётига оид илмий назарий қарашлари ва постмодерн даври адабий жараёни ҳақидаги мулоҳазалари, илмий изланишлари ёритиб берилган. М.Холбековнинг интеллектуал роман, онг оқими, ғарб модерн драмаси, француз “Бульвар театри” каби илмий-назарий масалалар тадқиқ этилган мақолалари фикр ва мулоҳазаларга бойлиги далилланган.

Калит сўзлар: модерн, соцреализм, постмодернизм, глобаллашув, илмий-адабий концепциялар.

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Адабиёт тарихидан яхши маълумки, адабий алоқалар, таржимачилик, илғор адабиётларнинг ҳаётбахш анъаналарини ўзлаштириш барча замонларда ҳам миллий адабиётларнинг кейинги раванқини белгилаб келган. Профессор Муҳаммадҷон Холбековнинг “XX аср жаҳон адабиёти манзаралари” номли тадқиқоти кейинги йилларда ўзбек адабиётшунослигида бу борада яратилган муҳим манбалардан ҳисобланади. Маълумки, XX аср жаҳон адабиёти бир-биридан кескин фарқ қилувчи иккита катта йўналишда ривожланди. Бири собиқ иттифоқнинг социалистик реализм адабий йўналишига асосланган адабиёти бўлса, иккинчиси ғарб ижодий оламини қамраб олган модернизм методидир. Соцреализм адабиёти ва адабиётшунослиги деярли мустақиллик йилларигача модернизм санъатини тан олмай келди. Шу боис кўп йиллар давомида модернизм ҳодисаси кўпчилик учун бегоналигича қолиб келди. Бугунги кунда модернизм ҳодисасининг моҳиятини очишга йўналтирилган бир қатор монографиялар, ўқув қўлланмалар ёзилди, илмий тадқиқот ишлари олиб борилмоқда. Шунга қарамадан, модернизм бағрида 10-15 йил яшаб, сўнг истеъмолдан чиқиб кетган адабий оқимлар, 60-75 йиллар давомида ҳукм сурган адабий йўналишлар мавжудлиги, унинг бир томондан реализм, иккинчи томондан ўзидан кейинги постмодернизм, глобаллашув даври санъатлари билан синтезлашиб, янгидан-янги хусусиятларини намоён этаётганлиги табиатининг ниҳоятда мураккаблигини кўрсатади.

Модернизм қандай ҳодиса, уни келтириб чиқарган омиллар нималардан иборат? У илгари сурган ғоялар ўзга қитъаларда қандай акс-садо берди? Чинданам унинг ақидалари шўро мафқурасига ётмиди?

М.Холбеков 700 саҳифалик ушбу тадқиқотида ана шу саволларга атрофлича ва батафсил жавоб излайди. Муҳими шундаки, олим илмий-назарий қарашларини конкрет асарлар таҳлилидан келтириб чиқаради. Адабиётшунос XX аср модернизм прозасининг тадрижий талқинини Марсел Пруст, Жеймс Жойс, Франс Кафка, Уильям Фолкнер, Эрнест Хемингуэй кабилар ижоди мисолида кўрсатса, модернизм шеърятининг хос белгиларини Томас Элиот, Гиом Аполлинер асарлари таҳлили билан далиллайди. Модернизм эстетикасининг асосларини эса “аср одами” Жан-Поль

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Сартр, “ғарб виждони” Алберь Камюларнинг бадиий, илмий-эстетик қарашлари талқинида умумлаштиради.

Модернизм ҳодисаси ҳаётга теранроқ назар солиш, воқеликдаги ҳар бир ҳодисотни ўз номи билан аташ, шахс ва жамиятнинг ички жараёнларида кечаётган ижтимоий, руҳий-психологик ўзгаришларига аниқ ташхис қўйиш ҳамда ўзигача мавжуд бўлган китобийликдан қутилиш истагида пайдо бўлган ўзига хос адабий методдир. Профессор М.Холбеков модернизмнинг юзага келишига асос бўлган сабабларни XIX аср охири XX аср бошлари фалсафасида пессимизм, иррационализм ва индивидуализм каби йўналишларнинг устунлик қила бошлаганлигида деб ҳисоблайди. Қисқароқ айтганда, француз шоири Шарль Бодлернинг “Биз ҳаммамиз ҳаётда гўёки адабий дафн маросимида қатнашаётгандекмиз” – мазмунидаги ҳикматли сўзлари модернизм моҳиятини образли ифода эта олади.

Ўтган асрнинг 60-йилларига келиб, модернизм ўз умрини яшаб бўлди ва ўрнини постмодернизмга бўшатиб берди. М.Холбековнинг постмодернизмга берган таърифини соддароқ қилиб ифодаладиган бўлсак, бу модернизмдан кейинги адабий босқич бўлиб, унда тайёр сюжетлар қайта ишланади, янгича талқин қилинади, ўзигача муқаддас ҳисобланган қадриятларга кўпинча киноя билан ёндашилади, энг асосийси “маҳсулот”нинг “енгил ҳазм” бўлишига ва шу орқали катта аудиторияни қамраб олишига эришилади. Кўнгилочарлик ва оммавийлик бу хилдаги санъат асарларининг хос белгиси. Постмодернизм намуналари сифатида енгил-елпи телесериалларни мисол келтириш мумкин. Бугунги кунда ҳар қандай истеъдодли ёзувчининг ижод маҳсули оммавийлашув ва тезкорлик нуқтаи назаридан интернет хабарларига тенглаша олмайди. Постмодернизм айна ана шу нуқтада пайдо бўлди, яъни ёзувчининг ижод маҳсули ҳам ОАВ ва интернет тизими тезкорлигига яқинлаштирилди. М.Холбеков постмодернизм адабиёти хусусида мулоҳаза юритар экан, мослашувчанлик ва келишувчанликни унинг хос аломатлари сифатида эътироф этади.

Испан файласуфи Хосе Ортега-и-Гассет таъкидлаганидек, ўқувчини мушоҳадага чорлайдиган, унга руҳий озиқ берадиган элитар адабиётга мансуб романларни мутолаа қиладиган китобхон қолмаганлиги баробарида оммавий адабиётнинг бозори чаққон бўла бошлади.

Умумжаҳон контекстида олиб қараганда, XXI асрнинг дастлабки йилларида постмодернизм ҳам ўз имкониятларини сарфлаб бўлди. Бироқ айрим миллий адабиётларда ҳар икки методда ҳануз асарлар юзага келаётганлигини таъкидлаш жоиз. Масалан, ўзбек детектив адабиётида саргузашт асарлар яратилаётгани каби. XXI аср сиёсати ва иқтисодиётида бўлганидек, адабий жараёнида ҳам глобаллашув хусусиятлари қатъийлашиб бораётганлигини муаллиф конкрет асарлар таҳлилида кўрсатиб ўтади.

М.Холбековнинг мазкур таққиқотида мавзу кенг қамраб олинган. Унда салкам бир ярим асрлик давр мобайнида жаҳон адабиётида кечган ижодий таълимотларнинг келиб чиқиш манбалари, шаклланиши, тараққиёт тенденциялари билан боғлиқ муҳим ҳолатлар, илмий-адабий концепциялар атрофлича ўрганилган ва муайян хулосалар чиқарилган.

Муаллифнинг интеллектуал роман, онг оқими, ғарб модерн драмаси, француз “Бульвар театри” каби илмий-назарий масалалар тадқиқ этилган мақолалари фикр ва мулоҳазаларга бойлиги ҳамда теран хулосалари билан эътиборни тортади. Шунингдек, ўзбек адабиётшунослигида кам ўрганилган масалаларни янгича кузатувлар асосида фундаментал ўрганилганлиги мазкур асарнинг муҳим илмий-назарий манбаларини ҳам тайин этади.

Ўтган юз йилликнинг 70-йилларида ўзбек адабиётига шоир ва ёзувчиларнинг ўз сози ва сўзига эга янги бир авлоди кириб келди. М.Холбеков ана шу авлоднинг адабиётшуносликдаги етук вакилларида бири. Илмий-ижодий изланишлар билан

кечган давр мобайнида олимнинг ўнга яқин ўқув қўлланмалари, монографик тадқиқотлари нашр қилинди. Унинг “Марло ва Шекспир”, “Структур адабиётшунослик”, “Бадий матннинг структур таҳлили”, “XX аср жаҳон адабиёти манзаралари” каби асарлари шулар жумласидан.

Олимнинг замонавий ўзбек адабиётини хорижда тарғиб қилишда ҳам муносиб хизматлари бор. Жумладан, у 1990-2000 йилларда франциялик шоирлар “Action poétique” журнали муҳаррири Анри Делюи ва Жан-Пьер Бальп билан ҳамкорликда Рауф Парфидан то Хуршид Давронгача бўлган ёш ўзбек шоирлари ижодидан таржималар қилиб “Poètes ouzbek et russe” (1989) антологиясини нашр эттирди.

Истеъдодли адабиётшунос, жаҳон адабиётининг билимдони Муҳаммаджон Холбеков ўзидан бой илмий мерос қолдирди. Бу илмий меросни илмий-назарий жиҳатдан ўргансак, алоҳида диссертация доирасида тадқиқ этсак, устознинг руҳини яна бир бор ёд ва шод этган бўлардик.

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MAXSUS MATNLAR TARJIMASIDA KOMMUNIKATIV YONDASHUV

*Sh. Abdullayeva¹**Annotatsiya:*

Ushbu maqola maxsus matnlarni tarjima qilish jarayonida kommunikativ yondashuvning ahamiyatini o'rganadi. Tarjimaning muvaffaqiyati, nafaqat til bilish, balki matnning mazmuni va kontekstini chuqur tushunishga bog'liq. Muallif, kommunikativ tarjima nazariyasini va uning funksiyalarini tahlil qilgan holda, tarjimaning maqsadli auditoriya, ma'no va hissiyot, hamda kontekstni hisobga olish zarurligini ta'kidlaydi. Maqolada keltirilgan misollar va nazariy asoslar, tarjimaning mantiqiy va aniq amalga oshirilishiga yo'naltirilgan yondashuvni namoyish etadi.

Kalit so'zlar: kommunikativ yondashuv, til funktsiyalari, informativ, ekspressiv, imperativ, kontekstual funktsiya, maqsadli auditoriya.

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Maxsus matnlar bilan ishlash uchun avvalo, fan va texnikaning qaysi sohasi bo'lmasin soha bo'yicha maxsus bilim talab etiladi. Ta'kidlash joizki, bu bilim - manba matnlarni anglash va nutqda turg'un semasiologik bog'lanishga ega bo'lgan lisoniy vositalarni qo'llash hamda, atamalardan to'g'ri foydalanish uchun lozim. Semasiologik bog'lanishlarning mustahkamligi tarjimada ikki tilning lingvistik vositalari o'rtasida to'g'ridan-to'g'ri ishorali aloqalarni o'rnatishga imkon beradi va shuning uchun tarjimaning ishora usulidan foydalanish – tarjimaning zarur shartidir”[1].

Tarjima jarayoni til va madaniyat o'rtasidagi ko'prik vazifasini o'ynaydi, bu esa murakkab kommunikatsion jarayonlarni talab qiladi. Maxsus matnlar, xususan, moliyaviy, texnik yoki badiiy matnlar, o'ziga xos bilim va terminologiyani talab etadi. Tarjimaning muvaffaqiyati, faqatgina tilni bilish bilan cheklanmay, balki matnning mazmunini va maqsadini chuqur tushunishga bog'liq. Bu yerda kommunikativ tarjima nazariyasi alohida ahamiyatga ega bo'ladi, chunki u matnning shakli va mazmunini hisobga olish orqali o'quvchining ehtiyojlarini qondirishga intiladi.

Ushbu maqola, kommunikativ tarjimaning funksional jihatlari, til funktsiyalarining roli va ularning tarjima jarayonidagi ahamiyatini o'rganadi. Tarjimonlar, o'z navbatida, aslyatdagi hissiyotlar va ma'noni saqlab qolish bilan birga, maqsadli auditoriya bilan samarali muloqotni ta'minlashlari lozim. Shu nuqtai nazardan, maqolada kommunikativ funktsiyalarning ta'siri va ularning tarjimadagi amaliyotlari batafsil ko'rib chiqiladi.

Funktsiya" so'zi tarjimani kommunikatsiya shakli sifatida ko'rib, tarjimaning mazmuni va natijalariga e'tibor qaratadi, shuning uchun bu yondashuv dinamik ekvivalentlikdan ko'ra mantiqiyroqdir. Nida tarjima jarayonining kommunikativ ekanligini ta'kidlab, agar kommunikatsiya funksiyasi bo'lmasa, tarjima qabul qiluvchi tomonidan tushunilmaydi va natijada qoniqarsiz va foydasiz bo'ladi. Shu sababli, u tarjima funksional ekvivalentlikning chuqur strukturasini aks ettirishi kerak, yuqori darajadagi strukturani emas [2]. Tarjima o'quvchilarini manba matn o'quvchilari bilan bir xil darajada tushunish va qadrlashga yo'naltirilishi lozim.

Hatim va Mason [3] buni aniq asoslab beradi "kommunikativ tarjima ekstremal tarjima strategiyasi emas. Semantik tarjima kabi, bu "oltin tarjimada kompilyatsiya kabi erkin ham

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emas, satr tarjiması kabi murakkabdir". Ba'zi olimlar ham tarjimaning kommunikativ nazariyasi haqida qo'shimcha talqinlar qildilar. Manba tilidagi matn va o'quvchilarning maqsadi o'rtasidagi bog'liqlik samaradorligini ta'minlashda tarjimon tarjima jarayonida aniqlik va kasbiy terminlarni tarjima qilish ketma-ketligiga ahamiyat berish kerakligini ta'kidlaydi.

Demak, bizningcha kommunikativ tarjima nazariyasi matnning shakli degan tushunchaga ehtiyoj emas, matn mazmuni yuqori darajada ko'proq asliyatdagi mazunga mos kelishi va hu bilan birga ko'proq tarjimoni aniqlash, sodda va tushunarli amalga oshirilishiga e'tibor qaratilishi lozim deb hisoblaymiz.

Kommunikativ tarjima — bu tarjima jarayonida kommunikativ maqsad va o'quvchi auditoriyasini hisobga oladigan yondashuvdir. Ushbu yondashuvda, tarjima qilishda faqatgina til va mantiqiy qoidalarni emas, balki o'zaro muloqotni, maqsadni va madaniyatni ham inobatga olish muhimdir. Mazkur tarjimaning asosiy xususiyatlari quyidagilardan iborat.

a) Maqsadli auditoriya: Tarjima jarayonida kim uchun tarjima qilinayotganini aniqlash, o'quvchilarning ehtiyojlari va kutishlarini hisobga olish zarur.

b) Ma'no va hissiyot: Tarjima jarayonida matnning ma'nosi va hissiyoti saqlanadi, bu esa o'quvchiga asl matnning his-tuyg'ularini va mohiyatini yetkazishga yordam beradi.

c) Kontekst: Kommunikativ tarjimaga yondashuv, matnning kontekstini va uning madaniyatga oid jihatlarini hisobga olishni taqozo etadi.

Kommunikativ tarjima, til funksiyalariga bog'lanib, ma'lum kommunikativ vazifalarni bajarishga yo'naltirilgan. Til funksiyalarining tasnifi, asosan, Roman Jakobson tomonidan taklif qilingan. U 1960-yillarda "til funksiyalari" mavzusida o'z fikrlarini bayon etdi va tilning to'rtta asosiy funksiyasini ajratdi:

Informativ funksiya: Ma'lumot berish.

Ekspressiv funksiya: Hissiyotlarni ifodalash.

Imperativ funksiya: Buyruq yoki talab berish.

Poetika funksiyasi: Tilning estetik jihatlarini va uslubi.

Olimning bu tasnifi, tilning kommunikativ funksiyalarini tahlil qilishda va tarjima jarayonida har xil vazifalarni ko'rib chiqishda muhim asos bo'lib xizmat qiladi.

Tilning turli funksiyalari tarjima jarayonida muhim rol o'ynaydi, chunki ular matnning maqsadi va kontekstini aniqlashda yordam beradi. R.Jakobsonning yondashuvini quvvatlagan holda, ba'zi asosiy til funksiyalarini va ularning kommunikativ tarjimaga ta'sirini ko'rib chiqamiz.

1. Informativ funksiya: Bu funksiya ma'lumot yetkazishga qaratilgan. Tarjimada asosan ilmiy yoki texnik matnlar qo'llanilganda, tarjimon ma'lumotlarni aniqlash va ravshan ifodalashga harakat qiladi. Misol uchun: Texnik ko'rsatmalar yoki ilmiy tadqiqotlar. Tarjimon asarning faktlarini, ma'lumotlarini va ko'rsatmalarini to'g'ri yetkazishi lozim.

2. Ekspressiv funksiya: Ekspressiv funksiya matndagi hissiyotlarni, fikrlarni va shaxsiy munosabatlarni ifodalaydi. Badiiy asarlarni tarjima qilganda, tarjimon asl matndagi muallifning hissiyotini va uslubini saqlashi zarur. Bu turga she'r yoki badiiy asarlar misol bo'la oladi. Tarjimon, asl muallifning hissiy ta'sirini va uslubini o'zgartirmasdan, o'quvchiga yetkazishi kerak.

3. Imperativ funksiya: Bu funksiya buyruq yoki taklif berishga qaratilgan. Masalan, reklama matnlarida yoki marketing materiallarida, tarjimon o'quvchini harakat qilishga undashi lozim. Reklama yoki marketing materiallarida ushbu turga misol bo'ladi. Tarjimon o'quvchini ma'lum bir mahsulotni sotib olishga undashi kerak.

4. Kontekstual funksiya; Bu funksiya tilning ijtimoiy va madaniy kontekstda qanday ishlashini ko'rsatadi. Tarjima jarayonida madaniyat, urf-odatlar va tilga xos nuanslar inobatga

olinishi kerak. Madaniy atamalar va an'analar ushbu turni o'z ichiga oladi. Tarjimon, ma'lum bir madaniyatga xos bo'lgan atamalarni to'g'ri va tushunarli tarzda o'zgartirishi zarur [4].

Kommunikativ tarjima masalalarini til funktsiyalariga bog'lab izohlar ekanmiz, bu yondashuv, tarjima jarayonida muayyan maqsadlarni amalga oshirishga imkon beradi. Har bir funktsiya tarjima jarayonida o'z o'rniga ega bo'lib, tarjimonning qobiliyatlari va strategiyalarini shakllantiradi. Bu esa, o'quvchilarga aniq va mantiqiy ravishda tushunarli ma'lumotlarni yetkazishga yordam beradi.

Xulosa sifatida ta'kidlash joizki, maxsus matnlar tarjimasida kommunikativ yondashuvning ahamiyati va til funktsiyalarining roli beqiyosdir. Tarjimonlar, matnning mazmuni va maqsadini tushunishi zarurligini, shuningdek, o'quvchilar ehtiyojlarini qondirishga intilishlari kerak. Informativ, ekspressiv, imperativ va kontekstual funktsiyalar, tarjima jarayonida aniq va samarali muloqotni ta'minlashda muhim ahamiyatga ega. Shu bilan birga, kommunikativ yondashuv tarjimaga chuqurroq va samarali qarash imkonini beradi, natijada mukammal tarjima jarayonini amalga oshirishga xizmat qiladi.

Foydalanilgan adabiyotlar ro'yxati:

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[2]. Hatim, B. & Mason, I. *Discourse and the Translator* [M]. Shanghai: Shanghai Foreign Language Education Press, 2001.

[3]. Jakobson, Roman 1960-1987 *Linguistics and Poetics* Roman Jakobson: 'Linguistics and Poetics'. In: Newton, K.M. (eds) *Twentieth-Century Literary Theory*. Palgrave, London.

XIV ASR IJODKORLARI VA ULAR SHE'RIYATINING TURKIY OLIMLARI TOMONIDAN O'RGANILISHI

H. Aslanova ¹, Dolunay Yusuf Balturk ²

Annotatsiya:

Maqolada temuriylar davri namoyandalari ijodining turk va o'zbek olimlari tomonidan o'rganilishi haqida so'z yuritiladi. Ular ijodining o'ziga xosliklari tahlil etiladi.

Kalit so'zlar: unsur, devon, ijod, ruboiy, tuyuq, qit'a, sharq, g'arb.

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Temuriylar davri turkiy adabiyot vakillari ijodining qirralarini o'rganish nafaqat o'zbek, balki xorij olimlarining ham diqqat markazida bo'lib kelgan. Chunonchi, F.D.Artamoshina Lutfiy, Atoyi, Sakkokiylar ijodidagi arab, fors va turkiy tili unsur (element)larini qiyosiy o'rganib, ularni foiz hisobidagi jadvalda yoritib beradi:

Mualliflar	umumiy	hisobda	takror hisobga	olinmagan holatda
	Arab-fors unsurlari	Turkiy unsurlari	Arab-fors unsurlari	Turkiy unsurlari
Lutfiy	42 – 48	52 – 58	39 – 51	49 – 61
Atoyi	57	43	63 – 59	31 – 37
Sakkokiy	50 – 57	43 – 50	58	42

Mavlono Lutfiy ham shu davrning namoyandalardan bo'lib, o'z zamonining «malik ul-kalomi». Yaqin vaqtlargacha Lutfiyning tavallud topgan va vafot etgan joyi Hirotning Dehikanor mavzei deb ko'rsatib kelingan. Shayx Ahmad Taroziyning Mirzo Ulug'bekka bag'ishlab yozilgan «Funun ul-balog'a» asari topilgach, undagi «ma'dan ul-latoyif Lutfiyi Shoshiy» jumlariga asoslanib, Lutfiyning ona vatani Toshkent bo'lgan, degan fikr ham ilgari surildi. Lutfiyning hayot yo'li singari, ijodiy taqdiri ham juda ibratli. Navoiyning «Majolis un-nafois» tazkirasida ma'lumot berilishicha, Lutfiy umrining oxirlarida «oftob» radifli bir she'r yozgan, o'sha zamonning ko'p shoirlari unga tatabbu' qilganlar, ammo ulardan hech biri Lutfiyning «panjasiga panja» ura olmaganlar. Alisher Navoiy so'zi bilan aytganda, u «forsiy va turkiyda naziri yo'q» shoir bo'lgan. Lutfiy garchi o'z ona tili - turkiy tilda yaratilgan she'rlari bilan mashhurlikka etishgan bo'lsa-da, forsiyda ham o'zining shoirlik iqtidorini namoyon qilgan. Shuning uchun ham, u nafaqat o'z zamondoshlari va ijod ahli orasida, balki davr hukmdorlari oldida ham yuqori mavqega ko'tarilgan ijodkor bo'lgan.

Haqiqatan ham Lutfiyning she'riyati – xilma-xil shakllardan tarkib topgan mazmundor, rangin she'riyat. Lutfiyshunos olim S.Erkinovning ta'biri bilan aytganda «Lutfiy o'z lirikasida o'zbek tili va xalq poeziyasidan juda mohirlik bilan foydalandi. Turli-tuman so'z o'yinlari, husni ta'lil, majoz kabi sharq klassik adabiyotiga xos poetik priyomlar, original o'xshatishlar, kuchli mubolag'alar, g'azal, ruboiy, tuyuqlar tarkibiga singib ketgan xalq maqollari, obrazli iboralar Lutfiy lirikasini yoqimli va jozibali qilib turadi».

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Lutfiy g'azalnavis sifatida Sharq adabiyotida barqarorlashgan adabiy-estetik an'analar bilan xalq og'zaki ijodiyoti tajriba tamoyili va usullarini nihoyatda mohirlik bilan muvofiqlashtirgan. Shu boisdan ham uning g'azallarida milliy his-tuyg'ular nurlanib, insoniy dard, armon, qayg'u va shodlik tasviri takrorsiz bir ta'sirchanlik kasb etgan. Lutfiy nainki g'azallarida, ruboiy, tuyuq, qit'a, fardga o'xshash boshqa janrlardagi she'rlarida ham nafasat hissi shakllangan, did va saviyasi baland kishilarning - zukko va hayotsevar xalq vakillarining fikru tuyg'ularini tarannum etgan. Lutfiy ijodiyotida asosiy mavzu ishq va asosiy maqsad oshiqning hasbu holini tasvirlashdan iborat bo'lsa-da, shoir deyarli har bir she'rda mavzuga yangicha yondashib, betakror ohanglar yaratadi, mohiyatiga mos poetik obrazlar topadi, bir-biriga o'xshamaydigan badiiy san'atlarni qo'llaydi. Lutfiy devonida tashbih, talmeh, tazod, iyhom, husni ta'lil, irsoli masal kabi badiiy san'at namunalari keng qo'llangan. U ruboiy, tuyuq, qit'alarini ham san'at namunasi maqomiga ko'tara olgan. Lutfiy she'riyatining ta'siri faqat O'rta Osiyo bilan chegaralanib qolmasdan, Yaqin va O'rta Sharq mamlakatlariga ham etib borgan. Atoqli turk olimi M.F.Ko'prulizodaning e'tirof etishicha, Lutfiyning she'rlari yolg'iz chig'atoy shoirlari orasida emas, balki «Xarobot» muallifi Ziyo Poshoga qadar bo'lgan usmonli turk shoirlari orasida ham zavq bilan o'qilgan.

XV asrning birinchi yarmida yashab o'tgan turkiy shoirlar adabiyot, san'at va madaniyatni boyitishga munosib hissa qo'shishgan. Alisher Navoiy ijodining takomillashuvi, yuksak cho'qqiga ko'tarilishida ularning barakali ta'siri bo'lgan. O'z zamonasida mashhur bo'lgan bu davr shoirlaridan Lutfiy, Haydar Xorazmiy, Sakkokiy, Durbek, Atoyi va boshqalar qatori mavlono Gadoiyning ham turkigo'y xalqlar she'riyatiga, xususan, o'zbek g'azalchiligi taraqqiyotiga, badiiy so'z san'atiga qo'shgan munosib hissasi bor.

Gadoiyning yetishtirgan davr, ya'ni XV asrdagi Movarounnahr va Xurosondek ulkan mamlakatlardagi nihoyatda murakkab tarixiy sharoit, ijtimoiy tuzum, madaniy va adabiy hayot sharqshunos, adabiyotshunos olimlar asarlarida, ilmiy tadqiqotlarida yoritilgan. Gadoiy ijodi ana shu muhit bilan chambarchas bog'liqdir. U o'z ijodi bilan XV asr o'zbek mumtoz she'riyati rivojiga katta hissa qo'shgan. Xususan, lirik janrlar taraqqiyoti, g'azallarining mavzu va mazmun rang-barangligi, vazn, qofiya va badiiyatning boshqa unsurlaridan foydalanish mahorati masalalarida o'z davri she'riyati uchun o'ziga xos maktab yaratgan ijodkorlardan biridir. Gadoiy she'rlari aruzning asosan xalq qo'shiqlariga yaqin ramal va hazaj bahrlarida yozilgan; tili xalqona sodda, vazni engil, sho'x va o'ynoqi. Fahriy Hirotiyning «Radoyif ul-ash'or» tazkirasiga kiritilgan Gadoiyning forsiy g'azali bizga qadar etib kelgan yagona namuna bo'lsa-da, shoirning bu tildagi ijodiy mahorati haqida muayyan tasavvur uyg'ota oladi. Bu esa o'zbek adabiyotida Xorazmiydan boshlangan zullisonaynlik an'anasining munosib davomchisi bo'lganligini asoslaydi.

Mavlono Gadoiy shaxsiyati va adabiy merosini o'rganish Hazrat Alisher Navoiydan boshlangan edi. Navoiyning shoir tarjimai holi («yoshi to'qsondin o'tubdur», «Bobur Mirzo zamonida she'ri shuhrat tutdi»), ijodiy uslubi («turkigo'ydur», «bir nav'i aydur»), mavqei («mashohirdindur») haqidagi qaydlar muhim ahamiyat kasb etadi.

Gadoiy ijodining o'rganilish tarixida xorijiy olimlardan Fuod Ko'prulu, E.Bloshe, A.Bombachi, Ya.Ekman, o'zbek olimlaridan S.G'aniyeva, E.R.Rustamov, M.Rustamov kabilarning tadqiqotlari, ustoz olim E.Ahmadxo'jayevning bir necha yillar davomida olib borgan ilmiy tadqiqotlari, ayniqsa, 1978-yilda «Gadoiy» monografiyasi nashr ettirilishi muhim ahamiyat kasb etdi. Olim yagona qo'lyozma asosida bo'lsa-da, Gadoiy she'riyatining matnini tiklash, takomillashtirish masalasida jiddiy yutuqlarga erishgan.

Temuriylar davrida ilm-fan, madaniyat, shu jumladan, san'at va adabiyot yuksak darajada rivojlanganligining asosiy omillaridan biri hukmdor tabaqaning bu sohaga alohida e'tibor bilan qaraganligidir.

Turkiy-o'zbek adabiyotining tarixiy taraqqiyoti bosqichlarida badiiy ijod namunalari arab, fors-tojik va turkiy tillarda yaratildi. Boshqa tillarda ijod etish barobarida shu tillarda mavjud bo'lgan boy ijodiy tajribalar: lirik va epik janrlar, rang-barang she'riy vaznlar, obraz,

detal va badiiy tasvir vositalari adabiyotimizning tobora rivoj topishi, shakl va mazmun jihatdan takomillashuviga xizmat qildi.

Mumtoz adabiyotimiz tarixida janriy rang-baranglik dastlab didaktik dostonlar tarkibidagi she'riy shakllar (masnaviy, to'rtlik, qasida) tarzida, so'ngra nomanavislik an'anasi ta'sirida g'azal, qit'a, soqiynoma, masnaviy, fard singari janrlar tobora mustaqillik kasb eta boshladi. Agar Atoyi devoni faqat g'azallardan iborat bo'lsa, Yusuf Amiriy devonida g'azal, tarje'band, tuyuq; Sakkokiyda g'azal va qasida; Gadoiyda g'azal, qasida, mustazod, qit'a; Lutfiyda g'azal, qit'a, qasida, tuyuq, fard; Hofiz Xorazmiyda qasida, g'azal, mustazod, muxammas, tarkibband, tarji'band, qit'a, marsiya, ruboiy namunalari uchratishimiz mumkin.

Sayfi Saroyining bizga qadar yetib kelgan lirik asarlari aruzning to'rtta bahri doirasida sakkiz xil vaznda yozilgan bo'lsa, Hofiz Xorazmiyga kelib to'qqiz bahrga tegishli bo'lgan 53 vazndagi lirik asarlar yaratildi. Gadoiy esa hazaj, ramal, rajaz, muzori, mujtass va xafif bahrlarining jami 12 xil vaznidan foydlangan.

Taniqli adabiyotshunos olim E.Rustamov «XV asrning I yarmi o'zbek she'riyati» monografiyasida davr adabiy muhiti kontekstida Gadoiy adabiy merosiga ham murojaat etgan. Mazkur monografiyada shoir shaxsiyati («Gadoiy taxallusi shoirning naqshbandiya tariqatiga aloqador ekanligini ko'rsatadi»), ijodiy uslubiga oid muhim qaydlar («Hofiz ijodi Gadoiy uchun ham ilhom manbai bo'lib xizmat qilgan», «Gadoiy she'riyati tahlili... shoir... xalq ijodining ixlosmandlaridan bo'lganligini ko'rsatadi»), keltirilgani holda «Gadoiy poetik merosini tadqiq etish adabiyotshunoslar uchun ham tilshunoslar uchun ham muhim ahamiyat kasb» etishi alohida ta'kidlanadi.

Yuqorida zikr etilgan tadqiqotlar ko'p jihatdan bir-biriga hamohang bo'lgani holda, ulardagi ma'lumotlar o'rtasida tafovutlar ham mavjud. Jumladan, Yanosh Ekman tomonidan AQSHdagi Indiana universitetida 1971-yilda chop ettirilgan Gadoiy devonining nashrida qasidalar 2 ta deb ko'rsatilgan («The Divan of Gadai comprises 229 gazals, 2 qasidas (№ 204, 229), 1 mustazad (№199) and 5 tuyugs», ya'ni «Gadoiy devoni 229 ta g'azal, 2 qasida (№ 204, 229), 1 ta mustazod (№199) va 5 ta tuyuqdan iborat). Qayd etish joizki, Gadoiy adabiy merosi mamlakatimizda ilk marotaba 1965-yilda S.G'anieva tomonidan «Shoir Gadoiy» nomi bilan nashr ettirilgan edi. Mazkur kitobda shoirning 47 g'azali va 1 ta mustazodi o'rin olgan. E.Ahmadxo'jayev 1973-yilda Gadoiy «Devon»ini qo'lyozma nusxa hamda Ya.Ekman nashri asosida qaytadan nashrga tayyorlab, 230 ta g'azal, 1 ta mutazod, 5 ta qit'adan tashkil topgan nisbatan mukammal nashrini amalga oshirdi.

XV asrga kelib, mumtoz adabiyotimiz tarixida alohida ahamiyatga ega bo'lgan o'zbek she'riyati o'zining yuqori pog'onasiga ko'tarildi. Shu davrda shuhrati hammayoqni egallagan fors-tojik poeziyasi bilan bemalol musobaqalasha oladigan qudratli turkiy she'riyat yaratildi. Bu she'riyatning kamolotini Atoyi, Sakkokiy, Lutfiy, Gadoiy kabi o'nlab san'atkorlarning she'riyatisiz tasavvur etish qiyin.

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INGLIZ TILIDAGI IBORALARNING KOMMUNIKATIV VAZIFASI VA ULARNING TARJIMA USULLARI

O'.O'. Qo'ldoshov¹

Annotatsiya:

Ushbu maqoladi ingliz tilidagi iboralarning kommunikativ vazifalari va ularning tarjima usullari tahlil qilingan. Milliy xususiyatga ega iboralarning tarjima tilida ifodalanishi murkkabliklari misollarda ko'rib chiqilgan. Bilvosita qilingan asar tarjimalari misolida iboralarning o'z kommunikativ vazifalarini yo'qotganligi ko'rsatib o'tilgan va ularga mos variantlar taklif qilingan.

Kalit so'zlar: Ibora, ko'chma ma'no, hissiy ta'sirchanlik, bo'yoqdorlik, murakkab semantika, milliy o'ziga xoslik, bilvosita tarjima, ekvivalent, milliy xususiyatli iboralar.

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Tarjimada iboralarni fikrni bayon etishga yo'naltirish va kommunikatsiyaga kiritish jarayoni oson kechmaydi, chunki bu jarayon bir nechta faktorlarni o'z ichiga oladi. Bular, so'zlarning turli xil bog'lanishi, omonimlar, sinonimlar, frazeologik birliklarning turli xil ma'noni berishi polisemiya va boshqalar.

Bulardan tashqari frazeologik birliklarda o'sha xalqqa mansub bo'lgan uslubiy bo'yoqdorlik mavjudki, ba'zi bir boshqa tillarda u uchramasligi ham mumkin. Iboralarning asosini tushunishda yuqorida qayd etilganlarni esda saqlash lozim.

Tillararo shaklan, ham mazmunan mos keladigan iboralar uchrasada ko'p hollarda ular tarjimon mazmun planidan kelib chiqqan holda har bir iboraga mos o'z tilida muqobil variantlarini topishi yoki so'zma-so'z tarjima qilishi mumkin. Shunga ko'ra, ayni bir xil iborani bir qancha o'rinlarda, ma'noga qarab, har xil o'girishi mumkin. Binobarin, har qanday hollar uchun ham mos keladigan tayyor variantini berish amri mahol. Turli tillarda ayni bir xil ma'noni ifodalovchi maqol, matal va idiomalar aynan bir xil asosga, ayni bir narsaning bir qancha jihatlariga yoki tamoman boshqa ob'ektlarga tayangan holda yaratilgan bo'lishi mumkin: Masalan, *Speak of the devil and he will appear*, Bo'rini yo'qlasang qulog'i ko'rinadi.

Iboralar ko'chma ma'no kasb etgan idiomatik birliklar bo'lib, bunday birikmalar kishilik jamiyatida aloqani ta'minlashda juda katta ahamiyatga ega. Ular kishilarga biror xabarni yetkazishdan tashqari nutqga hissiy ta'sirchanlik qo'shib, yozma materiallardagi iboralar o'quvchining hissiyotiga ta'sir o'tkazadi, estetik, adabiy va madaniy ma'no kasb etadi. Aslyat matnida muallif tomonidan ibora qo'llanilar ekan uni tarjima matnida ham imkon qadar saqlab qolish tarjimon oldida turgan juda murakkab bir masaladir. Iboralarning semantik xususiyati juda murakkab birlikni tashkil etib ularni ma'nosini tarjima matnida saqlab qola olishlik uchun quyidagi eng asosiy beshta aspektga e'tibor qaratish lozim: 1) ko'chma ma'nodaligi; 2) badiiyligi; 3) hissiy ta'sirchanligi; 4) uslubiy bo'yoqdorligi; 5) milliy xususiyatga ega ekanligi.

Iboralarning ko'chma ma'no kasb etishi bu ularning eng asosiy elementidir. Misol uchun *"Red tape"* – buyrokratizm ma'nosida, *"to kick the bucket"* – vafot etmoq, *"to wash dirty linen in public"* – oilaviy sirni oshkora qilmoq.

Iboralar ijobiy, salbiy va neytral xarakterga ega bo'lishi mumkin. Masalan, *"to kill two birds with one stone"* (bir o'q bilan ikki quyonni urmoq) iborasi bu ijobiy ma'no kasb etsa, *"to*

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find a mare's nest" kulgili xatoni ifodalab salbiy ma'no kasb etadi va "Rome was not built in a day" (Rim bir kunda qurilmagan) iborasi esa neytral xarakterga ega ibora hisoblanadi.

Iboralar uslubiy qo'llanilishiga qarab ham farqlanishi mumkin, ya'ni ular kitobiy "to show one's true colours", og'zaki "to be a pain in the neck" va milliy xarakterga egaligi "to set the Thames on fire" and "to carry coals to Newcastle".

Iboralarning murakkab semantikaga egaligi ularni tarjima qilishni bir muncha og'irlashtiradi. Asliyat tilidagi iboralarning tarjimada kommunikativ maqsadini saqlash uchun, avvalo, tarjimon, ibora semantikasining asliyat matnidagi iboraga to'liq mos keladigan tarjima tili iborasini ishlatishga harakat qilishi lozim. Masalan, "to pull chestnuts out of the fire for smb." — таскать каштаны из огня для кого-либо. Birov uchun o'zini o'tga-cho'qqa urmoq.

Ikkinchidan, asliyat iborasi shakli va adabiy ma'nosi o'xshamasada, bir xil ko'chma ma'noga, hissiy ta'sirchanlik va uslubiy xarakterga ega tarjima tili iborasi bilan tarjima qilinishi mumkin. Masalan, "make hay while the sun shines" — куй железо, пока горячо. – temirni qizig'ida bos. Uchinchidan, asliyat tilidagi ibora so'zma-so'z, shakli saqlangan holda tarjima qilinishi ham mumkin. Masalan, "He calls the things by their true names." U har narsani o'z nomi bilan ataydi. (haqiqatni yuzga aytadi ma'nosida). To'rtinchidan, ibora tarjima qilinmasdan ma'nosi izohlab berilishi ham mumkin.

Tarjimada iboralarning kommunikativ vazifasini saqlashda bilvosita tarjima ularning ma'no nozikligiga anchagina putur yetkazishi mumkin. Buni buyuk amerika adibi Mark Tvenning "Yanki va qirol" asarida qo'llanilgan iboralar, ularning asar mazmunida tutgan o'rni va tarjimasi borasida ham kuzatish mumkin. Ya'ni tarjimada ba'zi hollarda iboralarga e'tibor berilmasdan tashlab ketilgan yoki o'sha ibora oddiy netral so'z bilan tarjima qilingan holatlar ham kuzatiladi. Asarda ishlatilgan barcha iboralar asarga ko'rk, joziba berish bilan birga o'ziga xos ichki, yashirin ma'no ham kasb etadi. Masalan, muallif asarning boshlanish sahifalarida notanish kishi monologidan quyidagi tarixiy iborani keltirib o'tadiki, bu ibora Amerikaning mustamlaka davriga borib taqaladi. Chunki o'shanda tub amerikaliklar Yevropadan ko'chib kelgan oq tanli kishilarni Yanki deb ataganlar. Adib esa o'z qahramonini Yevropadagn ko'chib kelgan umuman tub aholidan emasligiga e'tibor qaratib "Yankee of the Yankees" iborasini ishlatadi:

So I am a Yankee of the Yankees and practical;

Я янки из янки и, как подобает настоящему янки, человек практичный;

G'irt yankining o'zginasiman, haqiqiy yankilarga o'xshash omilkor odamman.

Yuqoridagi misolda ko'rinib turibdiki, asliyat matnida "Yankee of the Yankees" birikmasi, rus tiliga "янки из янки", o'zbek tiliga esa "g'irt yankining o'zginasi" tarzida o'girilgan. Bunda rus tarjimoni birikmani so'zma-so'z tarjima qilgan bo'lsa, o'zbek tarjimoni unga bir oz bo'yoqdorlik kasb etgan holda, qolaversa og'zaki nutq iborasi orqali tarjima qilgan.

Ingliz tilidagi yana bir "that goes without saying" shaklidagi ibora bilan ifodalanagan fikr tarjimada na rus tilida na o'zbek tilida ibora bilan ifodalanmagan, faqatgina neytral so'zlar bilan tarjima qilingan xolos. Ushbu misol orqali biz asliyat matnida ishlatilgan iboraning tarjima tiliga saqlanmasligi holatini guvohi bo'lmoqdamiz:

Well, a man like that is a man that is full of fight that goes without saying.

На такой должности надо быть человеком боевым - это само собой понятно.

Bunaqa lavozimda ishlash uchun odam abjir, jangari bo'lish kerakli o'z-o'zidan ma'lum.

Quyidagi misolda o'zbek va rus tillarida mos varianti mavjud bo'lmagan "Never mind" iborasining tarjimasiga e'tibor qaratamiz. Bu iboraning o'quv qo'llanma va lug'atlarda berilgan tarjimalari "tashvishlanmang, hechqisi yo'q, e'tibor bermang" shakllarida uchraydi. Rus tarjimoni ushbu iborani "обойдусь", shaklida, o'zbek tarjimoni esa "bir gap bo'lar" shaklida o'g'irgan. Albatta tarjimonlar ushbu vaziyatda matn va voqealar rivojidan kelib

chiqqan holda iborani o'zgartirib berishni maqsadga muvofiq deb bilishgan. Chunki tarjimonlar iboraning asl ma'nosidan ancha yiroq birliklarni qo'llagan. Qisman muvofiq tarzda tarjima qilinadigan "to lose one's temper" (achchiqlanmoq, jahli chiqmoq) iborasi rus tiliga "вышел из себя" shaklida, o'zbekcha tarjimada "tutoqib ketdim" tarzida o'girilgan. Ushbu birikmaning ham tarjimasi matn va voqealar rivojidan kelib chiqadigan bo'lsak, tarjimonlar uning o'rniga yaxshi ekvivalentlardan foydalangan. Rus tarjimoni ushbu iboraning asl ma'nosiga yaqinroq borgan, lekin bizning nazarimizda o'zbek tarjimoni ushbu salbiy ma'noli iborani bir oz ijobiy tarafga o'zgartirib, iboraning ma'nosini bir oz kuchsizlantirib qo'ygandek go'yo:

I got along, and said never mind, it isn't any matter, and dropped it out of my mind. Я говорил себе: обойдусь, ехал дальше и тотчас же забывал о нем. O'zimcha, ke bir gap bo'lar, derdimda, yo'limda davom etaverardim.

Endi esa ingliz tilidagi "to make up one's mind" (qaror qabul qilmoq, niyat qilmoq) iborasining rus tilining ta'sirida tarjima qilinganligining sezilib qolganligiga guvoh bo'lamiz. Zero, rus tilidagi "Я дал себе слово" birikmasi o'zbek tiliga so'zma-so'z tarjima qilinganda "o'z-o'zimga so'z berdim" tarzida bo'ladi. Lekin asliyatdagi "made up my mind" iborasining asl ma'nosi boshqacharoq. Ushbu ibora "shunday qilishga qaror qildim" shaklida tarjima qilinsa ham maqsadga muvofiq bo'lardi:

I made up my mind that I would carry along a reticule next time.

Я дал себе слово, что в следующий раз захвачу с собой в дорогу дамскую сумочку.

Odamlar men haqimda nima deyishsa deyishaversin, lekin keyingi safar ayollarning sumkchasini olivolaman deya o'z-o'zimga so'z berdim.

Keyingi misolda "to come to oneself" "o'ziga kelmoq, hushiga kelmoq" iborasi rus tiliga "проснувшись" ya'ni "uyg'onganimda" ma'nosida ifodalanganligi uchun o'zbek tarjimoni ham ushbu iborani o'z asl ma'nosi "o'zimga kelganimda, hushumga kelganimda" shaklida emas balki ruscha tarjima ta'siri ostida "ko'zimni ochganimda" tarzida tarjima qilgan. Zero, ko'zimni ochdim birikmasi bu o'zbek tilida ko'p hollarda uyqudan uyg'onishni ifodalaydi:

When I came to myself again and began to listen.

Проснувшись, я заметил, что опять пропустил целую главу.

Ko'zimni ochganimda qissaning yana bir bobini o'tkazib yuborganligimni sezdim.

Ingliz tilida "a night cap" iborasi aslida uyqudan oldin ichib yotiladigan ichimlikni anglatadi, lekin ushbu asarda bu ibora boshqa usulda, rus tilida "на сон", o'zbek tilida esa "uyquga yotish oldidan" shaklida tarjima qilingan. Bu holatda ibora ikkinchi ma'no kasb etmoqda. Asar ma'nosida kelib chiqqan holda iboraning boshqa ma'no kasb etishi, albatta, tarjimonga qiyinchilik tug'diradi:

Midnight being come at length, I read another tale, for a nightcap – this which here follows, to wit;

Была уже полночь, когда я прочел на сон грядущий еще один рассказ - о том...

Uyquga yotish oldidan tag'in bir hikoyani o'qib chiqqanimda yarim kecha bo'lib qolgan edi.

Ingliz tilida ibora shaklida ifodalangan fikrning rus yoki o'zbek tilida oddiy erkin bog'lanishli so'z birikmalari bilan ifodalanishini quyidagi misolda ham guvohi bo'lishimiz mumkin. Bunda inglizcha "can't make head or tail of something" ya'ni biror narsani tushunmaslikni, anglab yetmaganlikni ifodalovchi ibora rus va o'zbek tillarida oddiy so'zlar bilan o'girilgan, asliyatdagi ibora tarjima tilida ham ibora shaklida tarjima qilinmagan. Ushbu iboraning oddiy so'zlar bilan ifodalanishi asar mazmunini ifodalashda kamchilikka olib kelmagan, lekin tarjimon ushbu iborani muqobil ibora shaklini o'zbek yoki rus tilida topib tarjima qilganda yanada maqsadga muvofiq bo'lardi:

That she should be startled at me instead of at the other man, was too many for me; I couldn't make head or tail of it.

И я никак не мог понять, почему девочку поразил я, а не мой спутник;

Qizchanning hamrohingma emas, menga bu qadar hayratlanib qaraganining boisini hech anglolmadim.

O'zbek yoki rus tiliga tarkibidagi so'zlardan ma'nosini ifodalab bo'lmaydigan ingliz iboralari talaygina. Albatta, tarjimon bunday iboralarni ingliz frazeologik lug'atidan foydalanmagan holda ma'nosini chiqarib olishi juda murakkab holat. Lekin bu asarda o'zbek tarjimoni rus tili orqali tarjima qilganligi sababli, ingliz iboralariga murojaat qilmagan. Chunki o'sha ingliz iborasi rus tiliga ham ibora bilan tarjima qilingan, o'zbek tarjimoni ham uni o'zbek tilida muqobili mavjudligi sababli osongina o'giran. "Pull oneself together" va "for somebody's sake" iboralari quyidag misollarda o'z muqobillarini topgan va iboralar o'z kommunikativ ahamiyatini saqlab qolgan:

"Get up. Pull yourself together; look me in the eye. Do you know why I laughed?" "No - but for our blessed Lady's sake, do it no more."

Встань. Возьми себя в руки. Посмотри мне в глаза. Ты знаешь, отчего я смеюсь? - Нет, не знаю, но, ради пресвятой богородицы, не смейся больше.

Tur o'rningdan, O'zingni bosib ol. Ko'zingma qara. Bilasanmi nimadan kulayapman? - dedim. -Yo'q, bilmayman, lekin aziz avliyolar haqqi, boshqa kulma.

Aytib o'tilgan fikrlardan iboralar fikrni aniq, lo'nda va obrazli tarzda bayon etishda nutqimiz uchun zaruriy vosita hisoblanishi ayon bo'ldi. Iboralar har qanday, yozuvchi yoyinki notiq uchun ulkan xazina bo'lib, ulardan ustalik bilan foydalanish yozuvchining asarini, notiqning nutqini pur ma'noli va jozibali qiladi, aytmoqchi bo'lgan fikrini obrazli ifodalashga yordam beradi, badiiy jihatdan g'oyat ta'sirchan bo'lishiga olib keladi.

Mazmunan o'xshash ikki til iboralari tarjimada hamma vaqt bir-birlarini almashtira olmaydi. Buning sababi ayrim iboralar tarkibida ular mansub bo'lgan xalqlar turmush tushunchalarini aks ettiradigan qismlarning mavjudligidadir. Ba'zi milliy xususiyatli iboralar esa tarjima tilida o'z muqobillariga ega emaslar. Bunday til birliklari o'zbek tiliga tarjima amaliyotida qaror topgan turli usullar yordamida talqin etiladi. Bu usullar ijobiy fazilatlar bilan birga salbiy xislatlarga ham ega bo'lib, tarjimaning muvaffaqiyati mazkur usullardan o'rinli va mohirona foydalanishga bog'liqdir.

Foydalanilgan adabiyotlar ro'yxati:

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THE PROBLEM OF EQUIVALENCE IN LITERARY TRANSLATION

N. Daniyarova¹*Abstract:*

The problem of equivalence in literary translation is a complex issue that addresses the challenges of conveying meaning, style, and cultural nuances from one language to another. This abstract explores the various theories of equivalence, including formal, dynamic, and functional equivalence, highlighting their implications for translators. It examines how different approaches impact the preservation of the original text's tone, emotional resonance, and aesthetic qualities. The study also considers the role of cultural context and reader response, emphasizing that achieving equivalence is not merely a linguistic task but a nuanced interpretive process. Ultimately, this exploration underscores the importance of balancing fidelity to the source material with the necessity of accessibility for target audiences, suggesting that successful literary translation requires both skill and sensitivity to the intricacies of language and culture.

Key words: equivalence, dynamic equivalence literary translation, cultural context.

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Literary translation is the process of translating written works of literature—such as novels, poems, plays, and essays—from one language to another. It goes beyond mere word-for-word translation; it involves conveying the original author's style, tone, cultural context, and emotional depth. Literary translators must capture the essence of the text, including its aesthetic qualities and nuances, while making it accessible and engaging for the target audience. This type of translation often requires a deep understanding of both the source and target languages, as well as familiarity with literary traditions and conventions. The goal is to create a text that resonates with readers in the target language while remaining true to the original work's intent and spirit. Equivalence in literary translation is a nuanced concept that refers to how effectively a translated text mirrors the meaning, style, and emotional impact of the original work. Unlike technical translations, where precision is paramount, literary translation grapples with artistic elements, making equivalence more subjective.

One aspect of equivalence is “formal equivalence”, which focuses on preserving the exact wording and structure of the original text. This can be crucial for poetry, where meter and rhyme play significant roles. However, it can lead to awkward or unnatural phrasing in the target language. “Dynamic equivalence” shifts the focus to conveying the same overall effect or emotional response in the reader, even if it means altering the structure or specific wording. This approach can help capture the essence of the work, but it risks losing some of the original's subtlety. Cultural context also plays a significant role in equivalence. Certain expressions, idioms, or cultural references may not have direct counterparts in another language, requiring the translator to find creative solutions that maintain the text's spirit without straying too far from its original meaning. Ultimately, achieving equivalence in literary translation is about balancing fidelity to the source material with the need to create a text that resonates with readers in the target language. This process often involves deep interpretative skills, allowing translators to navigate the complexities of language, culture,

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and artistic expression. The problem of equivalence in literary translation centers on the challenges of conveying not just the literal meaning of a text but also its stylistic and emotional nuances. Translators often face the dilemma of how to balance fidelity to the original work with the need to create a natural and engaging text for the target audience. One major issue is that languages often express concepts and emotions differently. A phrase that carries deep cultural significance in one language may be difficult to translate directly, leading to a loss of meaning or resonance. For example, idiomatic expressions or cultural references may require adaptation, which can shift the tone or impact of the original.

The problems of equivalence in literary translation arise from several key challenges:

Cultural Context. Different cultures have unique references, idioms, and traditions that may not have direct equivalents in another language. Translators must decide whether to preserve the original context or adapt it for clarity.

Stylistic Differences. Literary works often employ specific styles, tones, and narrative techniques. Capturing these elements while translating can be difficult, as what works in one language may feel awkward or lose its impact in another.

Emotional Nuances. Words often carry different emotional weights depending on the cultural and linguistic background. Translating a phrase that evokes strong feelings in one language may not elicit the same response in another, leading to a disconnect.

Idiomatic Expressions. Idioms and colloquial language can be particularly challenging, as they often don't translate directly. Finding an equivalent expression that conveys the same meaning and emotional resonance is a significant hurdle.

Ambiguity and Multiple Meanings. Many literary texts are rich with layers of meaning and ambiguity. Translators face the challenge of conveying these subtleties without losing the original intent or introducing unintended interpretations.

Form and Structure. In poetry and other forms where structure is key (like meter or rhyme), maintaining the original form can be nearly impossible. This can affect the rhythm and musicality of the text.

Reader Response. What resonates with readers in one culture might not resonate in another. Translators must consider how the target audience will perceive the text and adapt accordingly, which can lead to shifts in meaning.

Subjectivity of Translation. Different translators may interpret the same text in varying ways based on their backgrounds, experiences, and perspectives. This subjectivity can lead to multiple valid translations of the same work, each with its own interpretation of equivalence.

These problems highlight the complexities of literary translation, demonstrating that it is as much an art as it is a linguistic process.

Moreover, the artistic qualities of literary texts—such as rhythm, sound, and imagery—are challenging to replicate in another language. A poem's structure or a novel's narrative style might not translate effectively, causing a disconnect between the original and translated versions. Translators also grapple with the notion of reader response. What resonates with readers in one culture might not evoke the same feelings in another. This raises questions about whose voice is being preserved: that of the original author or the target audience.

Ultimately, the problem of equivalence highlights the intricacies of language and culture in literary translation, emphasizing that successful translation is as much an art as it is a science. Translators must navigate these complexities to create works that honor the original while still feeling authentic to new readers. The conclusion regarding the problem of equivalence in literary translation underscores the inherent complexities and artistic challenges faced by translators. It emphasizes that achieving true equivalence is often elusive, as language and culture are deeply intertwined, and what resonates in one context may fall flat in another. Moreover, the conclusion highlights the importance of recognizing translation as an interpretative act rather than a mechanical process. Translators play a crucial

role as cultural mediators, and their choices can significantly impact how a work is perceived in a new language. The problem of equivalence invites ongoing dialogue about the nature of translation itself, prompting both scholars and practitioners to explore the rich interplay between language, culture, and literary expression. It suggests that rather than seeking perfect equivalence, the goal should be to create a translation that captures the essence and spirit of the original, allowing it to resonate with new readers in meaningful ways.

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THE PROBLEM OF TRANSLATING IDIOMS AND PHRASEOLOGICAL UNITS

Sh. Tuygunova ¹, H. Shirinboyeva ²*Abstract:*

This thesis examines the factors that can be highlighted especially and illustrates the difficult process of translation of idioms and phraseological units. It is worth emphasizing that these are freezing expressions whose figurative meaning does not correspond to the sum of the meanings of the single constituents. Such linguistic units function as a cry for translators. First, an idiom may not have an equivalent in the target culture, then there is the problem of translation equivalence, and finally idioms vary depending on which context they are used. The thesis focuses on the problems of translating idioms and particularly pays attention to peculiarities of their cultural conditioning, problems of lack of particular equivalents in other languages, and context usage. To cope with these issues, helpful solutions are proposed, including the use of equivalent target idioms, free translation, and so forth.

Key words: idioms, phraseological units, cultural differences, contextual variability, equivalents, paraphrasing, linguistic structures, cultural specificity.

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Translating idioms and phraseological units involves distinct challenges that stem largely from cultural, contextual, and linguistic differences. These challenges complicate the translation process, as idioms often encapsulate meanings deeply rooted in specific cultures. To effectively navigate these difficulties, several translation strategies can be employed which enable a translator to maintain the essence of the original expression while ensuring it resonates within the target linguistic framework.

V. N. Komissarov highlights another significant challenge in creating phraseological calques: finding a suitable form for a well-known phrase. To achieve this, it can sometimes be helpful to align the calque with an existing expression. For instance, when translating the English proverb "Rome was not built in a day," the Russian equivalent "Moscow was not built right away," which carries similar imagery, cannot be used due to its cultural specificity. Instead, a literal calque like "Rome was not built in one day" can be applied, though it may be even more effective to adapt it to the Russian saying "Rome was not built immediately." [1].

Understanding Idioms and Their Cultural Contexts

Idioms are expressions whose meanings cannot be deduced from the literal definitions of the individual words. For example, the English idiom "kick the bucket" means to die, which is not apparent from the words themselves. Such expressions are deeply rooted in the culture and history of a language, reflecting societal values, beliefs, and experiences. This cultural embedding makes idioms particularly challenging to translate because they often lack direct counterparts in other languages.

Translators must navigate these complexities by understanding both the source and target cultures. For instance, an idiom that resonates with English speakers may be completely foreign to speakers of Arabic or Chinese. As noted in various studies, the lack of

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familiarity with idiomatic expressions can lead to misunderstandings or misinterpretations during the translation process [2].

Difficulties in Translating Idioms

Several key difficulties arise when translating idioms:

Cultural Differences: One of the primary challenges in translating idioms and phraseological units is their cultural specificity. Idiomatic expressions are often steeped in the culture from which they originate, making direct translations difficult or nonsensical in the target language. For instance, an idiom like "kick the bucket," meaning to die, may confuse speakers unfamiliar with the cultural background, necessitating a translation approach that contextualizes the meaning rather than translating verbatim. Many idioms are culture-specific and may not convey the same meaning in another language. For example, the English idiom "to spill the beans" (to reveal a secret) might not have a corresponding expression in another culture that conveys the same nuance.

Lack of Equivalents: Some idioms do not have direct equivalents in other languages. This absence forces translators to either find a similar expression or create a paraphrase that captures the essence of the original idiom without losing its impact [3].

Figurative versus Literal Meaning: Translators often struggle with the figurative meanings of idiomatic expressions. A literal translation can lead to confusion or absurdity. For example, translating "it's raining cats and dogs" literally into another language would likely confuse non-native speakers who are unfamiliar with this expression. Idioms typically exhibit unique linguistic structures that do not translate easily to other languages. These stable expressions often utilize figurative language, where the literal meaning diverges from the intended significance. This disconnect can result in translations that fail to convey the original message. A thorough understanding of both the source and target languages is crucial for translators to effectively reconstruct the idiomatic meaning [4].

Contextual Variability: The meaning of an idiom can change based on context. A translator must have a deep understanding of both languages and their respective contexts to convey the appropriate meaning effectively. Furthermore, contextual variations pose additional challenges during translation. Idioms can undergo modifications based on situational usage, leading to unique or occasional phraseological units that may not be easily recognizable. This results in the necessity for translators to critically analyze context in order to derive appropriate translations that maintain the intended meaning of the idiom.

Strategies for Overcoming Translation Challenges

To overcome the translation difficulties associated with idioms, various strategies can be implemented. One effective approach is to use functional equivalents that capture the essence of the idiom within the cultural context of the target language. For example, instead of a direct translation, opting for a culturally relevant phrase that conveys a similar sentiment can ensure effective communication. Additionally, careful contextual analysis and collaboration with native speakers can provide insight into subtleties and improve translation accuracy.

To address these challenges, translators employ several strategies:

Using Equivalent Idioms: When possible, translators seek out idioms in the target language that convey a similar meaning and structure to those in the source language [5].

Finding Similar Meaning Expressions: If an equivalent idiom is unavailable, translators may use an expression that conveys a similar meaning but differs structurally.

Paraphrasing: In cases where neither an equivalent nor a similar expression exists, paraphrasing allows translators to express the intended meaning without relying on fixed phrases.

Omitting Idioms: If an idiom does not translate well or could confuse readers, it may be omitted altogether. This decision should be made carefully to maintain the integrity of the text [6].

Enhancing Cultural Knowledge: Continuous learning about both source and target cultures can help translators become more adept at recognizing and interpreting idiomatic expressions accurately.

The Importance of Phraseological Analysis

Studying phraseology, which encompasses idiomatic expressions among other elements, significantly aids in understanding the broader implications of culture within language. Recognizing how idiomatic expressions function within their respective cultures allows translators to derive equivalents that maintain both meaning and cultural relevance. This approach emphasizes the importance of linguocultural analysis to identify both commonalities and unique aspects of phraseology across languages.

Conclusion

The translation of idioms and phraseological units remains a significant hurdle in linguistic translation due to their cultural specificity and figurative nature. By employing various strategies such as finding equivalents, paraphrasing, or omitting problematic expressions, translators can navigate these challenges effectively. Ultimately, success in translating idiomatic expressions hinges on a translator's cultural awareness and linguistic expertise, enabling them to bridge gaps between languages while preserving meaning and intent.

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EXPLORING THE REPRESENTATION OF AUTHORIAL PERSONALITY THROUGH HUMOR AND SATIRE IN MARK TWAIN'S 'THE ADVENTURES OF HUCKLEBERRY FINN'

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Abstract:

This research explores the intricate ways in which an author's personality can permeate a literary work, focusing on Mark Twain's *The Adventures of Huckleberry Finn*. By analyzing the novel's use of humor and satire, the study delves into how Twain reflects his personal views on American society's moral contradictions and hypocrisies, particularly regarding race, class, and individual morality. Twain's skillful deployment of these narrative techniques serves not only to entertain but to critique the 19th-century American societal structure, revealing deep-seated flaws in its moral fabric. The study highlights how Twain's distinctive voice resonates through his narrative strategies, offering readers a multifaceted portrayal of societal critique wrapped in humor.

Key words: authorial persona, literary analysis, humor, satire, hypocrisy, societal critique, individual conscience, moral contradictions, cultural context, narrative techniques, colloquial style.

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Introduction

The relationship between an author's personality and their literary work is fundamental to understanding the deeper layers of a text. In *The Adventures of Huckleberry Finn*, Mark Twain expertly uses humor and satire not only to engage and entertain his readers but also as a means of voicing his criticisms of 19th-century American society. This paper seeks to explore how Twain's unique use of humor and satire reveals his personal opinions on the hypocrisies of society, particularly those surrounding race, religion, and widely accepted social norms. Twain's approach to storytelling allows him to embed his moral reflections within the plot, encouraging readers to confront the contradictions and injustices within their own communities.

At the heart of *The Adventures of Huckleberry Finn* is the theme of freedom—freedom both on an individual and societal level. Through the character of Huck Finn, Twain delves into the complexities of personal moral growth, often pitting it against the rigid societal expectations that attempt to suppress or dictate individual thought and behavior. As Huck embarks on his journey down the Mississippi River, his experiences and interactions with various characters serve as a mirror to the social and institutional norms of the time, particularly in relation to race and slavery. Twain's satire skillfully exposes the moral contradictions and injustices that permeated American society, particularly in its treatment of enslaved people and the flawed justifications used to uphold such systems.

By framing these critiques within a humorous and adventurous narrative, Twain makes his criticisms more accessible to a wide audience, allowing readers to laugh while also reflecting on the underlying issues. In this analysis, we will examine how Twain's humor and

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satire not only entertain but also challenge readers to think critically about the societal issues of his time. His work offers more than just a tale of adventure; it provides a subtle but profound critique of the values and institutions that shaped American society in the 19th century. Through this lens, we can better understand Twain's personal views on freedom, morality, and the social inequalities that continue to resonate in modern discussions of race and justice.

Literature Review

Mark Twain's *The Adventures of Huckleberry Finn* has long been celebrated as a classic American novel, known not only for its groundbreaking use of everyday speech but also for its deep social commentary. Many scholars have explored how Twain uses satire to criticize major societal institutions like slavery and organized religion (Fishkin, 1991; Smith, 1984). Twain's skill in combining humor with sharp social critique has been widely recognized, with critics often pointing out that the novel works both as an adventure story and a pointed critique of American values.

Twain's own background heavily influenced his work. Growing up in Missouri, a slave state, Twain witnessed the harsh realities of slavery firsthand. His later experiences as a journalist and traveler also shaped his critical view of society, which he subtly weaves into the narrative of *Huckleberry Finn*. This research explores how Twain's personal beliefs and experiences are reflected in his use of humor and satire, offering a unique window into his worldview.

In addition to its social commentary, previous studies have highlighted the importance of Huck Finn's narrative voice. Critics like T.S. Eliot (1950) and Lionel Trilling (1963) have praised the authenticity of Huck's voice, noting that Twain uses Huck's innocent and straightforward perspective to reveal the absurdities and injustices in adult society. By telling the story through Huck's eyes, Twain allows readers to laugh at the ironies of 19th-century American life while also reflecting on its contradictions.

This research builds on existing scholarship by focusing specifically on how Twain's humor and satire reflect his own personality and beliefs. While much has been written about the novel's broader social criticism, this study aims to show how Twain's personal experiences and views shape the story, adding a deeper layer to its themes. By looking closely at how Twain's own life influences the narrative, we can gain a fuller understanding of the novel's richness and significance.

Materials and Methods

This study takes a qualitative approach through a close textual analysis of *The Adventures of Huckleberry Finn*, focusing on how Twain uses humor and satire to reveal his own personality and critique society. By analyzing key passages, we explore how Twain addresses important themes like societal hypocrisy, race relations, and individual moral growth. In addition, secondary sources about Twain's life, his writing style, and the historical context of 19th-century America help us understand how his personal experiences shape his satirical approach in the novel.

Textual Selection

The passages selected for analysis focus on moments where Twain's humor and satire are most prominent:

Huck's Reflections on "Civilizing" – These scenes show Huck's resistance to the efforts of Widow Douglas and Miss Watson to turn him into a "civilized" boy. Twain uses these moments to critique rigid social norms and expectations, subtly expressing his own skepticism about society's attempts to mold individuals.

The Duke and the Dauphin's Scams – Through the con artists, the Duke and the Dauphin, Twain satirizes human gullibility and the widespread corruption present in society. Their repeated scams highlight how easily people can be deceived, serving as a critique of the moral failings of the time.

The Grangerford-Shepherdson Feud – This passage pokes fun at the absurdity of long-standing family feuds and the violence that arises from them. Twain's satire here targets Southern "honor" culture, illustrating how senseless violence can be rooted in outdated traditions and social divisions.

Huck's Moral Conflict Over Jim – Huck's internal struggle over whether to help Jim, a runaway slave, reveals Twain's criticism of slavery and its moral contradictions. Huck's growing sense of right and wrong, in contrast to societal beliefs, is a reflection of Twain's own disapproval of racial injustice.

Analytical Framework

The analysis is structured around Twain's use of humor and satire as tools for social commentary. Humor is examined in terms of its capacity to expose the absurdity of societal norms, while satire is analyzed as a means of critiquing deeper moral and ethical issues. The study draws upon both historical and biographical sources to contextualize Twain's personal views and experiences, particularly in relation to the institution of slavery, religion, and American democracy. Secondary literature on humor theory and satire also informs the analysis, providing insights into how these devices function as vehicles for social critique.

Results

The analysis reveals that Twain's humor and satire in *The Adventures of Huckleberry Finn* are essential tools for expressing his authorial personality, particularly his cynicism toward social institutions and his belief in individual moral integrity. Twain's use of these literary techniques allows him to critique the society of his time while maintaining a narrative that is both engaging and accessible.

Humor as Social Commentary

Humor in *The Adventures of Huckleberry Finn* often serves as a means of reflecting the absurdities of societal norms. Twain's portrayal of Huck's attempts to escape from the "civilizing" influence of Widow Douglas and Miss Watson is a prime example. Huck's reflections on their efforts to reform him highlight Twain's skepticism toward societal expectations. For example, Huck's humorous musings about the Widow's attempts to instill religious values in him reflect Twain's broader critique of the rigid moral codes of his time:

• "She said all a body would have to do there was to go around all day with a harp and sing, forever and ever. So I didn't think much of it." (Twain, 1884, p. 12)

Here, Twain uses humor to critique the overly simplistic and rigid views of morality often espoused by religious institutions. By portraying Huck as an innocent observer of these norms, Twain invites readers to question the validity of societal expectations, particularly those related to religion and morality.

Satire as a Vehicle for Exposing Hypocrisy

Twain's satire in *The Adventures of Huckleberry Finn* is particularly effective in exposing the hypocrisy of societal institutions and individuals. The Duke and the Dauphin, for example, are con artists who exploit the gullibility of the townspeople for their own gain. Through these characters, Twain satirizes the greed and corruption that he saw as pervasive in American society. The ease with which the Duke and the Dauphin deceive others serves as a critique of societal gullibility and the moral decay that often accompanies the pursuit of wealth.

• "The Duke he grumbled; said the bag of gold was enough, and he didn't want to go no deeper – didn't want to rob a lot of orphans of everything they had." (Twain, 1884, p. 184)

Twain's portrayal of the Duke's feigned morality underscores the hypocrisy of individuals who claim to be acting in the interest of others while in reality serving their own selfish needs. This satirical treatment of the Duke and the Dauphin's schemes not only entertains but also challenges readers to consider the broader societal implications of greed and deception.

The Grangerford-Shepherdson feud offers another example of Twain's satirical critique of societal norms. Through this absurd and tragic rivalry, Twain exposes the senselessness of violence rooted in social customs. The feud, which has persisted for so long that neither family remembers the original cause, reflects Twain's disdain for the honor culture of the American South:

- "Next Sunday we all went to church... The men took their guns along, so did Buck, and kept them between their knees or stood them handy against the wall." (Twain, 1884, p. 107)

This juxtaposition of religious piety with violent feuding highlights the hypocrisy of a society that claims to uphold Christian values while engaging in destructive and meaningless violence. Twain's satire here serves as a broader critique of the societal divisions that perpetuate conflict and prevent meaningful moral progress.

Racial Critique and Moral Development

Perhaps the most poignant example of Twain's use of humor and satire to reflect his authorial personality lies in his portrayal of Huck's relationship with Jim. Throughout the novel, Huck grapples with the societal belief that helping Jim, a runaway slave, is morally wrong. Twain uses Huck's internal conflict to critique the institution of slavery and the moral contradictions that it imposed on individuals. Huck's decision to help Jim, despite believing that he will be condemned for it, reflects Twain's belief in the importance of individual moral integrity over societal norms:

- "All right, then, I'll go to hell." (Twain, 1884, p. 222)

In this moment, Huck's humorous yet sincere declaration reveals the depth of his moral growth. Twain uses humor to soften the gravity of Huck's decision while simultaneously highlighting the absurdity of a society that would condemn someone for doing what is morally right. Through Huck's journey, Twain critiques the societal values that uphold slavery and calls into question the moral fabric of American society.

Discussion

The findings of this analysis indicate that Mark Twain's use of humor and satire in *The Adventures of Huckleberry Finn* is deeply connected to his own personality and perspectives, particularly his skepticism towards societal institutions and his strong belief in the importance of individual moral judgment. Twain skillfully employs humor to illuminate the absurdities present in social norms, using laughter to engage readers while simultaneously exposing the irrationality and contradictions within their societal values. His satire serves as a powerful tool for critiquing not just the surface-level issues but also the deeper moral dilemmas that people face.

Twain's personal experiences significantly shape the themes and tone of the novel. His encounters with slavery and his growing disillusionment with organized religion inform his views and add depth to his commentary on society. By embedding his own beliefs and experiences into the narrative, Twain creates a story that is not only entertaining but also thought-provoking, prompting readers to reflect on the inconsistencies and hypocrisies that exist within their own lives and communities.

Furthermore, the character of Huck Finn, with his innocent and untainted perspective, offers readers a unique lens through which to examine social issues. Huck's simplicity allows Twain to critique societal norms and conventions in a way that feels genuine and relatable. Through Huck's eyes, readers can recognize the absurdities of societal expectations without being preached to or overwhelmed by moral lessons. This narrative technique reflects Twain's belief in the significance of personal moral reasoning, encouraging readers to think for themselves and question the societal pressures that often dictate behavior. Ultimately, Twain's work becomes a call to action, inviting readers to engage with their own moral compasses and challenge the status quo.

Conclusion

In *The Adventures of Huckleberry Finn*, Mark Twain's distinct personality is prominently displayed through his clever use of humor and satire. By incorporating these techniques throughout the narrative, Twain provides a thoughtful critique of 19th-century American society, skillfully revealing the moral contradictions that lie at the heart of its institutions and social norms. His humor acts as a reflective tool that prompts readers to question societal expectations and norms, encouraging them to look beyond surface appearances. Meanwhile, his satire serves to highlight the hypocrisy and corruption that exist within individuals and social institutions alike.

At its core, *The Adventures of Huckleberry Finn* transcends being merely a tale of adventure and personal development; it stands as a profound social commentary on the intricacies and challenges of American life. Twain's humor and satire remain relevant today, offering timeless insights into the complexities of the human experience and the contradictions inherent in society. This study emphasizes how Twain's personal voice is a vital component of the novel's narrative, creating a lens for readers to examine and critique the world around them. Through Huck's journey and the colorful characters he encounters, Twain invites readers to reflect on their own values and beliefs, challenging them to recognize and confront the inconsistencies that persist in their lives and communities. Ultimately, Twain's work encourages an ongoing dialogue about morality, freedom, and the social structures that shape human behavior, making it a lasting piece of literature that continues to provoke thought and discussion.

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FRAZEOLOGIK BIRLIKLARNI TARJIMA QILISHNING MUQOBIL USULLARI HAQIDA

M. Mardiyeva¹

Annotatsiya:

Ushbu maqolada o'zbek tilidagi frazeologik birliklarning ingliz tilidagi muqobillari va ularning tarjima jarayonida yuzaga keladigan qiyinchiliklar haqida bahs yuritiladi. Frazeologik birliklar tilning madaniy, tarixiy va ijtimoiy jihatlarining ko'zgusi bo'lib, ularni bir tildan ikkinchi tilga tarjima qilishda madaniy tafovutlarni hisobga olish lozim. Maqolada o'zbek tilidagi bir qator frazeologik birliklar va ularning ingliz tilidagi ekvivalentlari o'rganiladi, shuningdek, bu birliklarni tarjima qilishda yo'l qo'yiladigan asosiy xatolar va ularni bartaraf etish usullari haqida so'z boradi.

Kalit so'zlar: Frazeologik birliklar, tarjima, ekvivalent, o'zbek tili, ingliz tili, madaniy tafovut, tilshunoslik, lingvistika.

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Frazeologik birliklar har qanday tilning ajralmas qismi bo'lib, ularning ma'nosi ko'pincha tarkibidagi so'zlarning lug'aviy ma'nosidan farq qiladi. Frazeologik birliklar orqali xalqning urf-odatlarini, tarixiy an'analarini va madaniyatini aks ettiriladi. Shu boisdan, frazeologik birliklarni boshqa tilga tarjima qilish katta mas'uliyat talab etadi. O'zbek tilidagi frazeologik birliklarni ingliz tiliga tarjima qilishda bir qancha muammolar paydo bo'ladi, chunki har bir til o'ziga xos madaniyati va mantiqiy tizimiga ega.

O'zbek tilidagi frazeologik birliklarni ingliz tiliga tarjima qilishda ekvivalent topish ko'pincha qiyin kechadi, chunki har ikkala tilda ham bir xil birliklar mavjud bo'lmasligi mumkin. Masalan, o'zbek tilidagi "qushday yengil tortdik" frazeologik birligi biror bir tashvishdan halos bo'lganlikni va yengil tortganlikni ifodalaydi, ushbu iboraning ingliz tilidagi muqobil varianti quyidagicha "As light as a feather" ushbu ibora leksik hamda semantik jihatdan o'zbek tilidagi "qushday yengil tortmoq" iborasiga adekvat deb hisoblash mumkin.

Asarda ushbu ibora quyidagi holatda uchraydi: "Mollarni tamoman sotib, qushday yengil tortdik. (25-bet)". Ushbu jumlaning ingliz tiliga quyidagicha tarjima qilish maqsadga muvofiqdir: "We sold all the goods and felt as light as feathers". (M.Mardiyeva).

Frazeologik birliklarning tarjimasida madaniy tafovutlar ham muhim ahamiyatga ega. Masalan, o'zbek tilidagi "qo'lini qovushtirib" iborasi biror kimsaning hech narsa qilmasdan turishini ifodalash va ma'yus holatda o'tirishini ifodalanishi uchun qo'llanilgandir. Mullanamo kishi tiz cho'kib: ikki qo'lini qovushtirib Sultonning gaplariga miyig'ida odob bilan tabassum qilib o'tirar edi (34-bet.)Ingliz tilida bu frazeologik birlikka eng yaqin ekvivalent "To clasp hands" yoki "Wring smb's hands" tarzida bo'lib, ushbu iboraning ma'nosini to'g'ri aks ettiradi. Jumlaning ingliz tilidagi tarjimasini quyidagicha keltirish mumkin: "A religious man was bowing down, clasping his hands, and sitting with a smile at Sulton's words". Asarda ushbu ibora bilan bog'liq yana bir jumla uchraydi: "Domla ham ishtonini, salla, to'nlarini namoz jumadagiday savlat qilib kiyib, qo'l qovushtirib, lablarida bir nimalarni shivirlab o'qib o'lik tepasida turar edi.

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Biroq, ayrim holatlarda o'zbek tilidagi iboralarni to'g'ridan-to'g'ri tarjima qilish natijasida ularning asl ma'nosi o'zgartirilishi mumkin. Masalan, "birim ikki bo'lib boryapti" iborasi kimningdir boyib, molu davlati oshib borayotganligini bildiradi, lekin buni ingliz tiliga so'zma-so'z tarjima qilganda, bu tushunarsiz bo'lib qoladi. Ingliz tilida bunday holat uchun "Stricke gold" frazeologik birligi mos keladi. Asarda ushbu jumla quyidagi holatda uchraydi: "Ota kasbida gap ko'p ekan, birim ikki bo'lib boryapti". Asar tarkibidagi ushbu jumlaning ingliz tiliga quyidagicha tarjima qilish maqsadga muvofiqdir: "It seems because of continuing my father's job I struck gold".

"Omonning rangi yana quv o'chib ketdi.(47-bet)" Asardan olingan ushbu parcha tarkibidagi "rangi yana quv o'chib ketdi" iborasi o'zbek xalqi orasida ko'p uchrab turadi va tilimizda keng qo'llaniladi. Keltirilgan ushbu ibora kimdir nimadandir qattiq qo'rqqanini ifodalash uchun qo'llaniladi. Ingliz tilida bu iboraga yaqin tarjima "Scared to death" yoki "My heart skipped a beat" bo'lib, u ham insonlarda sodir bo'ladigan qo'rquv hissini ifodalaydi. O'zbek tilidagi ushbu gapni ingliz tiliga quyidagicha tarjima qilish maqsadga muvofiqdir: "Omon was scared to death"

Tarjima jarayonida frazeologik birliklarning kontekstual ma'nosini tushunish va ular o'rtasidagi madaniy farqlarni hisobga olish muhimdir. Frazeologik birliklarni tarjima qilishda eng asosiy qiyinchiliklardan biri bu madaniy va tarixiy kontekstda tushuniladigan iboralarni boshqa tilga mos ekvivalent topishdir. O'zbek tilidagi "qulog'i ostida qolmoq" iborasi shaxsning vafot etganligi, yoki insonning biologik jihatdan hayot faoliyati tugash holatini bildiradi. Ingliz tilida esa bunday holat uchun "Breathe one's last" iborasi mos keladi. G'afur G'ulomning "Shum bola" asarida ushbu ibora quyidagi jumla tarkibida uchraydi: "Miqqiyning qulog'i ostida qolgan, ya'ni o'lgan edi."(16-bet) Ushbu jumlaning ingliz tilidagi tarjimasini quyidagi holatda berishimiz maqsadga muvofiq: "Mikkiy breathed his last and passed away" (M.Mardiyeva). Asarning ingliz tilidagi tarjimasida ushbu ibora quyidagicha tarjima qilingan: "When I entered there, all the birds had already died." (I.M.To'xtasinov,10-b)

Tarjima qilingan frazeologik birliklar asosan ikkita yondashuv bilan amalga oshiriladi: to'g'ridan-to'g'ri ekvivalentni topish yoki iborani ma'nosiga mos tarzda qayta ifodalash. Masalan, "suvdan quruq chiqmoq" iborasini "to get off scot-free" tarzida tarjima qilish mumkin, bu "biror jazo olmasdan qutulib qolish" degan ma'noni anglatadi. Bu yerda ham so'zlarning o'zi o'zgargan bo'lsa-da, asosiy ma'no saqlanib qolgan.

O'zbek tilidagi frazeologik birliklarni ingliz tiliga tarjima qilishda har ikkala til va madaniyatning lingvistik xususiyatlarini chuqur bilish talab etiladi. Frazeologik birliklarni so'zma-so'z tarjima qilish ko'pincha ularning asl ma'nosini yo'qotishga olib keladi, shuning uchun tarjimonlar frazeologik birliklarni kontekstual va madaniy jihatlardan to'g'ri anglab, ekvivalent ifodalarni tanlashlari kerak. Maqolada keltirilgan misollar o'zbek va ingliz tillaridagi frazeologik birliklar o'rtasidagi o'xshashlik va tafovutlarni ko'rsatadi. To'g'ri tarjima, frazeologik birliklarning madaniy ma'nosini saqlab qolgan holda amalga oshirilishi kerak. Bu esa ikki til vakillari o'rtasidagi madaniy aloqalarni mustahkamlashga xizmat qiladi.

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UMAR XAYYOM IJODINING TARJIMASIDAGI MUAMMOLI MASALALAR

*D. Mamatova¹**Annotatsiya:*

Ushbu maqola badiiy adabiyot, xususan mumtoz adabiyotga tegishli Umar Xayyomning ruboiylarini tarjima qilishdagi bir qator muammolarni o'rganadi hamda fors tilidagi madaniy, grammatik va she'riy o'ziga xosliklar tarjima jarayonida qanday qilib o'zgairb yoki yo'qolib ketishini ko'rsatib beradi. Unda so'zma-so'z va ma'noni ochib berishga qaratilgan tarjima usullari o'zaro solishtirib, tarjima jarayonida asl ma'nodan o'gish sabab bo'luvchi bir qator omillarni tushuntirib beradi. Tavsiya sifatida, maqolda Xayyomning asl falsafasini chuqurroq anglash uchun bir nechta tarjimonlarning versiyalarilarni o'qib ko'rish muhimligi ta'kidlangan.

Kalit so'zlar: mumtoz adabiyot, ruboiy, mohiyat, tarjima, noaniqliklar, fors tili.

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Mashhur fors allomasi, mumtoz adabiyotning mashxur namoyondalaridan biri shoir, matematik va astronom Umar Xayyom umrida davomida asosan ilm-u fanga doir tajriba va tadqiqotlar bilan mashg'ul bo'lgan. Biroq bugungi kunga kelib, uni butun dunyo hayot falsafasini anglash, ishq va tafakkur haqidagi ruboiylari orqali taniydi. Shu kunga qadar ham uni ko'plab insonlar aynan she'riyati uchun yodga oladilar. Uning ruboiylari hali-hanuz o'z qadr-qimmatini yo'qotmagan holda avloddan avlodga ko'chib boradi.

Umar Xayyom ijodining butun dunyoga yoyilishida, shubhasiz, tarjimonlikning o'rni kattadir. Xayyom ruboiylari dunyoning bir qancha tillariga tarjima qilingach mintaqalar oshib dengiz ortigacha yetib borgan. Biroq gap tarjima haqida ketarkan, bir narsani unutmaslik kerak-ki, Xayyom bitgan misralarning asl fors tilidan turli tillarga, xususan, ingliz tiliga tarjima qilinishi turli anglashilmovchiliklardan holi emas. Xayyom ijodini fors-tojik tillar oilasiga mutlaqo oid bo'lmagan, kelib chiqishi batamom boshqa bo'lgan tillarga tarjima qilish jarayonida bir qator muammolar yuzaga kelgani sir emas. Ushbu qiyinchiliklarga to'la jarayon ko'pincha asarning boshqa tildagi versiyasida noaniqliklarni vujudga keltirishi, va hatto iqtiboslarning asl ma'nosini o'zgartirib yuborishi ham mumkin.

Umar Xayyomning ruboiylarini tarjima qilishdagi eng yirik muammolardan biri bu she'riyatning o'ziga xos murakkabligidir. Ma'lumki, mumtoz adabiyotda ijod qilgan Umar Xayyom o'z fikrlarini, hissiyotlarini aruz vaznidan foydalanib ifodalagan. Aruz vazni esa, o'z vaqtida, oddiygina so'z va bo'g'inlarning joylashuviga oid qoidalar emas. Aruz vazni murakkab bir san'at turi desak ham, mubolag'a bo'lmaydi.

Umar Xayyom ijod qilgan bu vazn turida fors tili grammatikasiga oid hodisalar, faqatgina sharq adabiyotiga xos bo'lgan xususiyatlar, sharq mumtoz adabiyotiga buyuk adiblarning asarlariga ishoralar, Qur'oni Karim va Islom madaniyatiga bog'liq elementlar, aynan uning davriga xos bo'lgan badiiy o'xshatishlar, metaforalar, Yevropa va Amerika tarjimonlari to'la tushunishi qiyin bo'lgan tanosub, tazod, talmeh, kitobat, istihroj yoxud tashxis kabi she'riy san'atlar mavjud. Bu murakkab tuzilish sabab ruboiylar boshqa tilga tarjima qilinganda nafaqat nafosatini, balki mazmunini ham boy berishi hech gap emas.

Darhaqiqat, metafora va turfa xil ma'nolarga boy fors tili leksikasi tarjimonlar oldiga o'ziga xos qiyinchilik tug'diradi. Umar Xayyom misralari fors madaniyati va falsafasida

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chuqur ildiz otgan. Ular ko'pincha so'fiylik oqimi vakillari bitgan asarlar kabi boshqa tillarda bayon etilayotgan g'oyani o'zgartirmay yetkazib berish qiyin bo'lgan elementlarga to'la. Tarjimonlar ushbu madaniyatlar o'rtasidagi har xillik sabab vujudga keladigan noaniqliklarni oldini olish ustida ishlar ekanlar, ruboiy mazmunini boshqa bir tilda kitobxonga osonroq yetkazib berish usulini tanlashlariga to'g'ri keladi. Bu esa ko'pincha asl ma'noni soddalashtirilishga yoki hatto buzilishiga olib kelishi mumkin.

Fors tilining sintaksisi tarjima jarayonini yanada murakkablashtiradi. Fors tilida gap bo'laklarining jumladagi joylashuv tartibi o'zgaruvchan hisoblanib, ba'zan gapdagi so'zlarning tartibini o'zgarishi ham turfa xil ma'nolarga ega misrani yaratish imkonini beradi. Bu imkoniyatdan bo'lsa, Umar Xayyom, albatta, juda keng foydalangan. Bu lingvistik xususiyatlar bo'lsa, boshqacha grammatik tuzilmalarga ega bo'lgan tillarga, xususan, ingliz tiliga to'g'ridan-to'g'ri yaxshi tarjima qilinmaydi. Shu tufayli tarjima qilish jarayoni Umar Xayyom ruboiylarining asl versiyasidagi mahoratning yo'qolishi, asl matndan sezilarli og'ishlarga sabab bo'lishi shubhasizdir.

Shu sabab, tarjimonning vazifasi shunchaki so'zlarni tarjima qilish emas, balki ruboiylarda nazarda tutilgan asl falsafani boricha boshqa tildagi kitobxonga yetkazib bera olishga harakat qilishdir.

Bu har bir tarjimonni ikkilantirib qo'yadi va mavjud usullardan birini tanlashga majbur etadi: so'zma-so'z tarjima yoki izohli tarjima. To'g'ridan-to'g'ri tarjima asl matnga iloji boricha yaqinroq bo'lishga intiladi, uning so'zlarini saqlab qoladi, lekin ko'pincha tarjima qilinyotgan tilda tushunarsiz yoki jozibador emas bo'lib tuyuladi. Lekin bu uslub orqali tarjimon asl matnning ko'proq qismini saqlab qola oladi.

Izohli she'riy tarjima uslubi bo'lsa, boshqa prinsiplarga asoslangan bo'ladi. Jumladan, Edvard FitsJeraldning ruboiylarning mashhur tarjimasi mazkur yondashuvning yorqin namunasi ekanligini e'tirof etishimiz mumkin. Bu uslubida tarjima qilingan ruboiylar o'zining she'riy go'zalligi va tushunishga osonligi bilan mashhur, ammo u Omar Xayyomning asl niyatidan sezilarli darajada uzoqlashgani uchun ham boshqa adiblar tomonidan keskin tanqid qilingan. Buning ustiga, FitsJeraldning tarjimalarida Viktoriya Adabiyoti davrining o'ziga xos falsafiy qarashlarining ta'sirini ham payqash mumkin. Bu bo'lsa, asl sharqona falsafadan yanada og'ib ketilganlikni ifoda etadi.

Shu yerda yana bir muammo vujudga kelganini ko'rish mumkin. Negaki, tarjimonning madaniy, ma'naviy kelib chiqishi, dini, e'tiqodi, qabul qilgan qadriyatlar, va turli mavzulardagi shaxsiy nuqtai nazari tarjima qilanyotgan asarning yakuniy natijasida hal qiluvchi rol o'ynaydi. Tarjimonning madaniyat jihatdan kelib chiqishi, shaxsiy qarashlari va asl matnni sharhlashi muqarrar ravishda tarjimaga ta'sir ko'rsatadi va undagi ustuvor g'oyalarni shakllantiradi. Masalan, FitsJerald ham Xayyom falsafasini o'ziga xos talqin etgan, o'z uslubida tushungan. Bu esa Umar Xayyom nazarda tutgan ma'no yoxud uning dunyo bilan ulashmoqchi bo'lgan xabarlaridan keskin farq qilishi mumkin. Ushbu subyektivlik, albatta, tarjima jarayonining ajralmas qismidir, lekin u kitobxonning asl asar haqidagi tasavvurini mutlaqo o'zgartirib yuborish kuchiga ega.

Shu kabi muammolar Xayyomning ruboiylarini boshqa tilda o'qiyotganlar uning iqtiboslarini qanday qabul qilishlariga katta ta'sir ko'rsatadi. Yer yuzidagi millionlab kitobxonlar Umar Xayyomning asarlarini to'g'ridan-to'g'ri asl forsiy tilida o'qiy olmaydilar. Til to's'ig'i bunga yo'l qo'ymagani bois tarjimalarni o'qish Xayyom ijodini bilan tanishishnin yagona imkonidir. Tarjimalardagi noaniqliklar bo'lsa, uning falsafasini noto'g'ri tushunish yoki haddan tashqari soddalashtirishga olib kelishi mumkin. Fors madaniyati yoki tilidan bexabar kitobxonlar tarjimada yo'qolgan nazokat va chuqurlikni tushunmasdan, tarjima qilingan matnni o'zgacha kayfiyat bilan qabul qilishlari mumkin.

Shu kabi qiyinchiliklarga qaramay, dunyoning turli burchaklarida turli tarjimonlar Xayyom ruboiylarining yanada aniqroq tarjimalarini iloji boricha asl mohiyatiga yaqin qilib yaratishga harakat qilishgan. Chunonchi, Xayyomning ruboiylari o'zbek tili libosini kiyishida

Shoislom Shomuhamedov, Jamol Kamol kabi mohir tarjimonlarning hissalari bag'oyat katta. Ushbu shoirlar yuzlab ruboiylarni imkon qadar ulardagi jozibadorlikni va mohiyatni saqlab o'zbek tiliga tarjima qilishga muvaffaq bo'lishgan. Bu sa'y-harakatlar ko'pincha fors tilini va uning madaniy mazmunini chuqur tushunishni, shuningdek, asl matnning yaxlitligini saqlash majburiyatini o'z ichiga oladi. Biroq, hatto eng puxta bajarilgan tarjimalar ham yuqorida ta'kidlangan ziddiyatli holatlardan butunlay qochib qutula olmaydi, chunki tillar va madaniyatlar o'rtasidagi tub farqlar har doim o'z so'zini aytib kelgan va aytishda davom etadi.

Xulosa qilsak, Umar Xayyomning ruboiylarining tarjima versiyalardagi noaniqliklar madaniy va lisoniy jihatdan boy mumtoz adabiyotini boshqa tligan tarjima qilish naqadar murakkab va mushkul ekanligini yana bir bor isbotlaydi. Bu noaniqliklar noto'g'ri talqinlarga olib kelishi mumkin bo'lsa-da, tarjimalarga tanqidiy nigoh bilan yondashish bilan birga tarjimonning mehnatini hurmat qilish ham zarurligini yodda tutish kerak. Kitobxonlarga kelsak, Umar Xayyomning yaxshiroq anglash masalasiga yechim sifatida faqatgina bitta tarjimonning emas, balki ko'plab tarjimonlarning versiyasini o'qib ko'rish tavsiya etiladi. Zero, Umar Xayyomning ijodiga ko'proq odamlarning ko'zi bilan qarab ko'rish, kitobxonga ko'proq eshiklarni ochadi, asl mohiyatga yanada yaqinlashtiradi.

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ПОСЛОВИЧНЫЕ ВЫРАЖЕНИЯ С КОМПОНЕНТОМ «ЗНАНИЕ» В АНГЛИЙСКОМ, РУССКОМ И УЗБЕКСКОМ ЯЗЫКАХ

С. Абдуллаева ¹

Аннотация:

Статья анализирует пословицы с компонентом "знание" в русском, английском и узбекском языках, подчеркивая важность и универсальность этого понятия в разных культурах. Знание во всех рассмотренных языковых традициях ассоциируется с силой, влиянием и возможностью достижения целей. Пословицы отражают философскую и практическую взаимосвязь между знанием и смелостью, а также знанием и властью. Важно отметить, что в разных культурах эта взаимосвязь может приобретать различное значение: в западных традициях знание тесно связано с прогрессом и свободой, а в восточных — с духовной силой.

Ключевые слова: культура, просвещение, власть, смелость, опыт.

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Пословица — это краткое, образное и часто метафорическое выражение, передающее народную мудрость, жизненный опыт и моральный урок. Пословицы обычно содержат обобщённые наблюдения о жизни, человеческих отношениях и природе, выраженные в лаконичной форме. Они передаются из поколения в поколение и широко используются в устной речи для подчёркивания или объяснения определённых ситуаций или нравственных принципов.

Знание — это совокупность информации, фактов, навыков и опыта, которые человек получает через обучение, исследование или личный опыт. Оно включает в себя понимание законов и принципов, управляющих реальностью, и способность применять эту информацию для решения проблем, принятия решений и достижения целей в различных областях жизни. Согласно определению С.И. Ожегова, знание – это осознание реальности через сознание; наука, а также накопленные сведения и информация в определённой сфере [Ожегов С.И., 2019, 403 с.].

Пословицы о знаниях отражают ценность и важность знаний, обучения и опыта в жизни человека. Такие пословицы подчёркивают роль знаний в достижении успеха, развитии интеллекта и умении справляться с жизненными трудностями. Они передают народную мудрость и убеждения о том, что знания — это источник силы, власти и уверенности.

Русская пословица где нет знаний, там нет и смелости [Мокиенко В.М., Никитина Т.Г., 2007, с. 254] означает если нет знаний в голове, то и уверенности у тебя не будет. Пословица отражает вековую мудрость, которая была распространена в разных культурах. Знания всегда ценились как основной инструмент выживания и успеха, особенно в сложных или опасных условиях. Смелость без знаний могла бы рассматриваться как безрассудство, что подтверждается пословицами, близкими по смыслу в других культурах. В обществах, где ценились опыт и знания (например, в среде ремесленников, учёных, военных стратегов), смелость без знаний не рассматривалась как добродетель. В современном мире эта пословица также актуальна:

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она подчеркивает, что обоснованная уверенность и смелость в решениях возможны только при наличии необходимой информации и знаний. Во многих культурах знание ассоциируется с просвещением, а смелость — с активной жизненной позицией. Например, в русской культуре смелость часто связывается с мудростью и дальновидностью, а не с импульсивностью. Пословица подчеркивает, что истинная смелость рождается из уверенности в своих знаниях, что близко к философии рациональности и прагматизма. Таким образом, пословица состоит из двух частей, соединённых причинно-следственной связью: «где нет знаний» — указывает на причину, «там нет смелости» — следствие. Отсутствие знаний делает человека неуверенным и неспособным к смелым решениям.

Близкая по смыслу английская пословица *knowledge is power* описывает силу знаний [Кусковская С.Ф., 1987, с.9]. Пословица подразумевает, что человек обладает образованием и может полностью контролировать свою жизнь, используя силу знаний. Способность приобретать знания, сохранять их и передавать будущему поколению делает человека могущественным. Это позволяет ему управлять силами природы и использовать их себе на благо. Пословица приписывается английскому философу Фрэнсису Бэкону, который в своих трудах утверждал, что знания являются основой власти. В эпоху Возрождения, когда наука и философия начали активно развиваться, знание стало рассматриваться как основополагающий инструмент для прогресса общества. Важность образования и науки привела к значительным изменениям в обществе.

Пословица выражает идею о том, что знание — это источник влияния и контроля, будь то в личной, социальной или политической сфере. Она указывает на связь между знанием и способностью достигать целей, и отражает важность образования и информации как в исторической, так и в современной перспективе.

В узбекском языке пословица со смыслом аналогичным двум предыдущим пословицам: *kuch – bilimda, bilim – kuchda* [Шомақсудов Ш., Шораҳмедов Ш., 2001, б. 404] буквально переводится «сила – в знании, знание – в силе». Пословица состоит из двух зеркальных частей, каждая из которых подчёркивает взаимозависимость двух понятий — силы и знания. Оба понятия рассматриваются как тесно взаимосвязанные, образующие единое целое. Пословица отражает идею, что знание наделяет человека силой — это традиционная мысль, которая встречается во многих культурах. Но здесь добавляется более глубокий смысл: сила тоже является важным компонентом для получения и сохранения знаний. Например, в условиях, где человек или общество обладают властью и влиянием, они могут лучше организовать доступ к знаниям, создавать условия для их накопления и распространения.

В разных культурах значение знания и силы может интерпретироваться по-разному. В западных традициях знание часто ассоциируется с прогрессом и личной свободой, а сила — с влиянием и властью. В некоторых восточных философиях знание и сила могут пониматься более духовно: знание может быть инструментом для достижения внутренней силы, а сила — способом постижения мира и себя. Таким образом, данная пословица может нести как рациональное, так и духовное наполнение в зависимости от культурного контекста. Пословица демонстрирует взаимозависимость этих двух понятий, подчёркивая, что одно усиливает другое. Она строится на идее цикличности: знание даёт силу, а сила открывает новые возможности для накопления знаний.

Исследование показало, что знание не только позволяет людям контролировать обстоятельства и достигать успеха, но и является источником внутренней силы и уверенности. Пословицы, как средство передачи народной мудрости, выступают универсальным способом донесения идеи о том, что знание и сила взаимозависимы и усиливают друг друга.

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СЕМАНТИКА И СТРАТЕГИЯ: ОСОБЕННОСТИ ПЕРЕВОДА ИМЁН СОБСТВЕННЫХ В ХУДОЖЕСТВЕННОЙ ЛИТЕРАТУРЕ

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Аннотация:

Статья посвящена исследованию лексико-семантических особенностей перевода имён собственных в художественных текстах. Анализируются трудности, связанные с культурной специфичностью и семантической нагрузкой имён, а также рассматриваются стратегии перевода на примерах из мировой литературы. Особое внимание уделяется влиянию выбранных методов на восприятие читателем и сохранение авторского замысла.

Ключевые слова: перевод имён собственных, лексико-семантические особенности, художественный текст, культурная специфичность, стратегии перевода, семантическая нагрузка, восприятие читателя.

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Имена собственные представляют собой особую категорию лексических единиц, служащих для индивидуализации и идентификации уникальных объектов, таких как личности, географические объекты и организации. Они «обладают специфическими лексико-семантическими характеристиками, отличающими их от нарицательной лексики, и изучаются в рамках ономастики — раздела лингвистики, посвященного исследованию собственных имен» [1, с. 112].

В художественных произведениях имена собственные выполняют множество функций, выходящих за рамки простой идентификации. Они «служат инструментом характеристики персонажей, отражая их социальный статус, этническую принадлежность, психологические черты и даже символизируя определенные идеи» [2, с. 16]. Например, «выбор имени с определенными фонетическими или семантическими характеристиками может усиливать эмоциональное воздействие на читателя и создавать дополнительные ассоциации» [3, с. 78]. Имена могут нести аллюзии на исторические, мифологические или литературные прототипы, обогащая смысловое пространство текста.

Лингвистические особенности имён собственных в художественном тексте проявляются через их коннотативные и ассоциативные значения, а также через использование словообразовательных элементов. Авторы могут применять различные стилистические приемы, такие как игра слов, метафоры или символика, для усиления художественного эффекта. В контексте переводов особую сложность представляют имена собственные, содержащие культурно-специфические элементы, что характерно для литературы многих стран, включая Узбекистан.

Перевод имён собственных в художественных текстах сопряжён с множеством лексико-семантических трудностей, обусловленных их культурной специфичностью, семантической нагрузкой и лингвистическими барьерами между языками.

Имена собственные являются носителями уникальной культурной информации, глубоко укоренённой в традициях, истории и менталитете исходного языка. Они могут

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отражать национальные особенности, социальные реалии и этническую идентичность, что затрудняет их адекватную передачу без потери смысловых нюансов. Например, узбекские имена, такие как «Нодира» или «Улугбек», несут историческую и культурную значимость, которую сложно передать без дополнительных пояснений в переводе.

Многие имена собственные обладают скрытыми значениями, включающими каламбуры, аллюзии и мифологические отсылки. Такие имена обогащают текст дополнительными смыслами и требуют от переводчика особого внимания. Например, в произведении Льюиса Кэрролла «Алиса в Стране чудес» имя «Mad Hatter» содержит игру слов, связанную с английской идиомой «mad as a hatter». При переводе на русский язык семантическая нагрузка может быть утрачена, если не найти эквивалентное выражение.

Фонетические и морфологические различия между языками осложняют передачу имён собственных без искажения их формы и смысла. Например, японское имя «Сакурако» имеет специфическую звуковую иероглифическую структуру, которая трудно воспроизводится в русском языке. При переводе русских имён на английский язык суффиксы «-ов», «-ев» могут выглядеть непривычно, что влияет на восприятие имени зарубежным читателем.

В романе Фёдора Достоевского «Преступление и наказание» имя «Родион Романович Раскольников» несёт семантическую нагрузку, связанную со словом «раскол», отражая внутренний конфликт героя. При переводе на другие языки эта ассоциация может быть утрачена.

Перевод имён собственных в художественных текстах представляет собой сложный лингвистический и культурологический процесс, требующий применения различных стратегий и методов для сохранения семантической и стилистической нагрузки оригинала. Основными методами являются транслитерация, транскрипция, калькирование, адаптация, замена и добавление пояснений, выбор которых зависит от множества факторов.

Транслитерация и транскрипция служат для передачи фонетического облика имени посредством алфавита языка перевода, стремясь сохранить максимальную фонетическую близость к оригиналу. «Транслитерация основана на поморфемной замене букв исходного алфавита на эквивалентные буквы целевого языка» [4, с. 71]. «Транскрипция фокусируется на фонетическом воспроизведении звукового облика имени» [5, с. 38].

Калькирование предполагает дословный перевод составляющих элементов имени, особенно если они несут значимую семантическую нагрузку. Перевод имени осуществляется, когда его компоненты имеют смысловые эквиваленты в целевом языке и важны для понимания текста. Например, английское имя «Blackwood» может быть переведено на русский как «Чернодрев», что сохраняет семантическое содержание.

Адаптация предусматривает модификацию имени с учётом фонетических, морфологических и культурных особенностей целевого языка, обеспечивая его естественное восприятие читателем. «Замена имени на аналогичное в культуре перевода используется, когда прямой перевод может затруднить понимание или нарушить художественный замысел» [6, с. 23]. Например, в переводах произведений Чарльза Диккенса имя «Tiny Tim» заменяется на «Крошка Тим», что ближе русскоязычному читателю.

Для сохранения семантической нагрузки имени переводчики могут использовать сноски, комментарии или дополнительные описания. Это особенно актуально при переводе имён с культурно-специфическими элементами, как в произведениях

Алишера Навои, где имена персонажей часто связаны с философскими концепциями и требуют дополнительного объяснения.

Выбор стратегии перевода имён собственных зависит от жанра произведения, целевой аудитории, культурного контекста и намерений автора. В детской литературе предпочтительнее использование адаптации и перевода для облегчения восприятия, тогда как в научно-фантастических или исторических произведениях может быть уместна транслитерация для сохранения аутентичности. Учитывая культурные различия между исходным и целевым языками, переводчик должен тщательно оценивать возможные интерпретации имени и его влияние на читателя.

Анализ лексико-семантических особенностей перевода имён собственных в художественных текстах демонстрирует сложность сохранения семантической нагрузки и культурной специфичности оригинала. Рассмотрим конкретные примеры из мировой литературы, чтобы проиллюстрировать используемые стратегии перевода и их воздействие на восприятие читателем.

В произведениях Дж.Р.Р.Толкина, таких как «Властелин колец», имена собственные несут глубокую семантическую и культурную нагрузку. Имя «Bag End», название дома Бильбо Бэггинса, содержит игру слов, связанную со словом «bag» (мешок) и фразеологизмом «cul-de-sac». В русском переводе это имя передано как «Бэг Энд», что сохраняет фонетическое сходство, но утрачивает семантические коннотации.

В серии романов Дж.К.Роулинг о Гарри Поттере имя «Tom Marvolo Riddle» является анаграммой фразы «I am Lord Voldemort». В русском переводе это имя передано как «Том Марволо Реддл», позволяя сохранить анаграмму «Я Лорд Волан-де-Морт», что демонстрирует успешное применение стратегии адаптации.

Сравнивая оригинальные имена и их переводы, можно отметить, что использование транслитерации и транскрипции часто приводит к утрате семантической нагрузки. В случае с именем «Severus Snape» из того же цикла Роулинг, оригинальное имя содержит аллюзию на латинское «severus» (строгий). В русском переводе имя передано как «Северус Снегг», где семантическая связь сохраняется частично благодаря сходству звучания.

Выбор стратегии перевода непосредственно влияет на сохранение или утрату семантической нагрузки имени. При переводе имени «Gandalf» из произведений Толкина сохранена фонетическая форма, но теряется его значение в древнескандинавском языке — «эльф со жезлом». Это может привести к снижению глубины восприятия персонажа и утрате культурных отсылок.

Перевод имён собственных существенно влияет на понимание и эмоциональный отклик целевой аудитории. Сохранение семантической нагрузки способствует более глубокому восприятию персонажей и сюжета, тогда как её утрата может обеднить художественное произведение.

В заключение следует подчеркнуть, что перевод имён собственных в художественных текстах представляет собой сложный и многогранный процесс, требующий от переводчика не только лингвистической компетентности, но и глубокого понимания культурного контекста и авторского замысла. Правильный выбор стратегии перевода является ключевым фактором в сохранении семантической нагрузки и обеспечении полноценного восприятия произведения целевой аудиторией.

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ТЕОРИЯ И МЕТОДИКА РАННЕГО ОБУЧЕНИЯ ИНОСТРАННЫМ ЯЗЫКАМ

*N. Latipova*¹

Аннотация:

В данной статье анализируется теория и методика раннего обучения иностранным языкам. На сегодняшний день существует огромное количество различных приложений, с которыми возможно выучить иностранный язык за максимально короткое время. Кроме этого, рассматриваются рекомендации для изучения английского языка в начальных классах.

Ключевые слова: иностранный язык, изучение, дошкольное обучение, индивидуальный подход, начальная школа, методики.

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В мире существует огромное количество языков, но лишь некоторые из них являются мировыми. Одним из них является английский язык. На сегодняшний день изучение английского языка является очень уместным и актуальным. Нельзя не отметить тот факт, что английский язык присутствует везде – в интернете, при прослушивании музыки, при покупке иностранных товаров, при просмотре фильмов и чтении книг.

Изучение нового языка сегодня – один из самых важных шагов к тому, чтобы стать успешным гражданином. А чтобы хорошо учиться и устроиться на работу, английский уже учат с начальной школы. Раннее обучение иностранному языку – один из важнейших аспектов образования в Российской Федерации и странах Западной Европы. Достаточно сказать, что с 1994 г. в рамках Совета Европы по этому поводу было проведено или проводится более 10 международных конференций [1]. Кроме того, начальное школьное образование является первым этапом обучения молодых учащихся (с 1 по 4 класс или со 2 по 4 класс). Часто студенты закладывают основы языка и навыков, необходимых для последующего изучения иностранного языка в качестве средства общения. Сегодня можно с уверенностью констатировать, что обучение иностранному языку становится неотъемлемой частью начального этапа обучения и в отечественной, и в зарубежной школе, что плодотворно влияет на них.

В современном мире нельзя недооценивать растущее влияние информационных технологий на повседневную жизнь и рабочую среду, где знание английского языка является желательным, а иногда и необходимым условием полноценной компетентной работы.

Обучение иностранному языку в детских дошкольных учреждениях и в начальных классах общеобразовательных школ в нашей стране выделяют на условных 3 этапа:

Первый этап – начало 60-х – середина 80-х годов XX века.

В этот период особую актуальность приобретает проблема снижения возрастного порога массового изучения иностранного языка. Именно в это время появилось большое количество научных работ, посвященных различным аспектам раннего обучения ИЯ (И. И. Бим, Е. И. Негневицкая, Е. А. Ленская и др.); вышли в свет первые

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специальные пособия для дошкольных учебных заведений (О. С. Ханова, Т. А. Чистякова, С. И. Гвоздецкая и др.) [1].

Второй этап – середина 80-х - середина 90-х годов XX века.

Во второй половине 80-х годов прошлого века среди ученых и общественности вновь поднялась волна интереса к проблемам обучения иностранному языку детей дошкольного и младшего школьного возраста. Начало этого этапа ознаменовалось проведением международной встречи экспертов ЮНЕСКО-МАПРЯЛ (Москва, 1985 г.), в ходе которой обсуждались психолого-педагогические аспекты обучения детей дошкольного и младшего школьного возраста. Обсуждались в духе взаимопонимания между народами.

Третий этап – середина 90-х годов XX века - до наших дней.

В этот период наблюдается значительный рост интереса к раннему изучению иностранных языков. Достаточно взглянуть на количество опубликованных за годы обзоров «Иностранные языки в школе», чтобы убедиться: в обзоре регулярно публикуются публикации, посвященные как теоретическим, так и практическим аспектам раннего обучения этому предмету. Деятельность образовательных учреждений показывает, что работа с детьми дошкольного и младшего возраста рассматривается как составная часть всей системы обучения языку детей. Итак, с 1995 года дошкольное образование стало одним из приоритетных и перспективных направлений организации образовательного процесса в основных образовательных учреждениях России. Востребованность иностранного языка в обществе, с одной стороны, и понимание родителями, что иностранный язык является не только показателем образования, но и основой будущего социального благополучия и материальным положением их ребенка в обществе, с другой стороны, сделало дошкольное образование особенно популярным и важным.

При обучении очень важно распределить детей по возрастным категориям. Ведь, как известно, ребенок будет лучше усваивать полученную информацию среди своих сверстников. Как было сказано выше, раннее обучение – это обучение детей младшего школьного возраста (начальное среднее образование). Здесь выделяют этапы: раннее дошкольное обучение осуществляется до поступления ребенка в школу – 4-7 лет, раннее школьное обучение – это период обучения в 1-4 классах.

Каждый возраст имеет свои плюсы. Также для каждого ребенка возраст, благоприятный и эффективный для изучения иностранным языкам – разный. Необходимо постоянно стремиться к индивидуальному подходу в обучении детей.

Одними из таких методик являются:

1. Обучение во сне.

Сегодня современные технологии позволяют воспользоваться этой методикой на практике. Ученые считают, что во сне мозг человека работает иначе, и это помогает эффективно запоминать аудиоинформацию.

2. Наедине с самим собой.

Когда кто-то разговаривает сам с собой, то это вовсе не что-то странное. Возможно он так учит иностранный язык.

3. Метод рисования.

Метод рисования очень простой и практичный. Этот метод основан на запоминании информации. При использовании метода рисования у ребенка будут задействованы мышечная, зрительная и эмоциональная память. Связывая новые слова на иностранном языке с определенными образами, можно запомнить их значительно быстрее.

4. Приложения.

На сегодняшний день существует огромное количество различных приложений, с которыми возможно выучить иностранный язык за максимально короткое время.

Этот метод несомненно является одним из самых удобных ведь им можно пользоваться в абсолютно в любом месте.

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САМАРҚАНД ТАРЖИМА МАКТАБИНИНГ ЙИРИК ВАКИЛИ ЭДИ

Н. Рахматуллаев¹*Аннотация:*

Мақолада Самарқандлик устоз мутаржим Пошали Усмон ўғлининг Самарқанд таржимашунослик мактаби шаклланиши, ривож ва тарихида тутган ўрни очиб берилган. Таржимонлик маҳорати Пошали Усмон томонидан амалга оширилган Н.А.Кунинг “Қадимги Юнон афсона ва ривоятлари” китобининг матни таҳлили мисолида далилланган. Жаҳон адабиёти дурдоналарининг турли тилли китобхонлар орасида кенг тарқалиши ва маданиятлараро мулоқотнинг мустаҳкамланишида бадий таржиманинг ўрни ёритилган.

Калит сўзлар: бадий адабиёти намуналари, иқтидор, бадий таржима, улуг намояндалар.

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Хорижий тилларни ўрганиш жараёнида шу тил мансуб бўлган маданият билан танишиш ҳам муҳим роль ўйнайди. Шунингдек, маданий жиҳатдан олиб қаралганда, бадий адабиёт – мазкур тилда яратилган бадий матнлар мажмуи билан ишлаш ҳам хорижий тилларни ўзлаштиришда катта аҳамият касб этади. Бошқа бир халқ бадий адабиёти намуналари билан танишар экан талабилар шу тил асосида ётган маданий кодлар ҳақида тасаввурларга эга бўладилар ва келгусида хорижий тилдаги матн талқинида таянишлари мумкин бўлган муҳим маълумотларни кўлга киритадилар.

Самарқанд давлат чет тиллар институти қошида таржимонлик бўлимининг очилиши билан бу ерда хорижий тиллардан иқтидорли таржимонлар тайёрлашга ихтисослашган юқори салоҳият ва тажрибали профессор-ўқитувчиларнинг тўпланишига, бу билан Самарқандда таржимашунослик мактабига асос солинишига ва бевосита чет тиллардан таржима қила оладиган мутахассислар етишиб чиқишига замин яратди. Ушбу таржимашунослик мактаби ўз дарғаларига ҳам эга бўлиб, биз бу ўринда Пошали Усмон, Абдимурод Кўчибоев, Муҳаммаджон Холбеков, Салим Жабборов, Салоҳиддин Ҳайитов каби забардаст устоз-таржимонлар ва олимлар ёдга олишимиз жоиздир. Самарқанд таржимашунослиги ва бадий таржима соҳасида Пошали Усмон ўғлининг таржима назарияси бўйича мақолалари, жаҳон адабиётининг дурдона намуналаридан ўзбек тилига ўгирган бадий таржимага оид мероси алоҳида ўрин тутди. Бу тўғрида профессор Хуррам Рахимов ўзининг “Гётенинг “Фауст” фожианомаси ўзбек тилида” номли мақоласида шундай дейди: “Табиийки, таржима пайдо бўлгач, унга аслият тилини билгувчи чет тил мутахассислари ҳам эътибор қила бошлайди. Шундай ҳолда Фаустнинг ўзбекча таржимасини биз олмоншунослар ҳам ўргана ва унга муносабат билдира бошладик. Бу йўналишда таржимашуносларнинг сардори Ғайбулла Салом ва унинг ўзбек олмоншунос шогирдлари Сано Саидов, Пошали Усмон, Салим Жабборов, Шавкат Каримов ва бошқаларнинг мақолалари пайдо бўлиши, қолаверса бу асар таржимасини диссертацион тадқиқот материали сифатида ўрганилиб бориши табиий ҳол бўлди, албатта. Бироқ бу борада ажойиб журъат – асарни қайта таржима қилиш кераклиги ҳақида ҳам жиддий фикр-мулоҳазалар пайдо бўлди. Бу масалада устоз Ғ.Саломов даъвати билан Самарқанд Чет

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тиллар институтининг тажрибали олмоншуноси Пошали Усмон дадил ҳаракат бошлади ва асарнинг 1-қисми таржимасини 2000- йиллардан олдин бошлаган бўлсада, ўз таржимасини 2007 йилда А.Навоий кутубхонаси нашриётида чоп эттирди. Фаустнинг икки ўзбекчаси таржимасига келсак, унда кўзга ярқ этиб ташландиган ҳолат Экрин Воҳидовнинг гўзал шеърий таржимаси албатта. Таржима худди аслиятда яратилгандай силлиқ, гўзал ва рагон. Пошали Усмон таржимасини эса маълум маънода академик, илмий таржима дегим келади. Барча сўз ва иборалар, сатрма-сатр бир-бирига муқобил”. Бадий матн таржимасида таржиманинг ўқувчига кутилган даражада коммуникатив таъсирига эришишдан иборат бўлган прагматик вазифасини ҳисба олиш зарур. Бадий асарни таржимада ўқиган китобхон аслият муаллифининг адабиёи иқтидори кучини ҳис этиши лозим. Таржимон шунга эришолган экан, демак, аслият коммуникатив таъсирининг тўғри берилгани хусусида сўз юритиш мумкин. Аслиятдан таржимада улкан салоҳиятга эга устоз таржимон Пошали Усмон ўғли “Фауст”дан ташқари Г.Э.Лессинг қаламига мансуб “Эмилия Галотти” фожиасини ҳам немис тилидан бевосита ўзбек тилиги ўғирди: “Воситали таржимада хатога йўл қўймаслик учун аслият тилидан ўғиришга ўтиш маъқул. Бу соҳада Абдулла Шер, Жамол Камол, Янглиш Эгамова, Садриддин Салимов, Пошали Усмон ўғли каби зуллисонан мутаржимларнинг бевосита таржималари таҳсинларга лойиқдир” деб баҳо беради ушбу таржимага таржимашунос олим М.Аҳмедова ўзининг “Таржимачиликнинг долзарб муаммолари” мақоласида. Ёзувчи, таржимон, таржимашунос, танқидчи Иброҳим Ғофуров ҳам Пошали Усмон ўғлининг таржима соҳасидаги фаолиятига урғу берганини кўришимиз мумкин: “Таржимашуносликнинг матбуотда кўзга ташланаётган асосий тармоғи маърифий йўналишда. Муҳаммаджон Холбеков, Акмал Саидов, Пошали Усмон, Зухриддин Исомиддинов, А.Кўчибоев, Жаббор Эшонкул, Тилаволди Жўраев, Хуршид Дўстмуҳаммад сингари олимларнинг мақола ва рисоаларини ўқиб шунга ишонч ҳосил қилиш мумкинки, ўзбек таржимашунослиги миллий адабиётимизни жаҳон адабиёти муаммолари билан боғлашга, миллий ҳудудлардан ўсиб чиқиб жаҳоний фикрлашга интилади. Уларнинг фикрлаш тарзларида ғарблик олимларнинг фикрлаш тарзига уйқашлик — прагматизм ва аниқликни кузатиш мумкин. “Фауст”, “Ғарбу Шарқ девони” таржималарининг муҳим хусусиятлари ҳақида ғоятда қизиқарли ва салмоқли, чуқур билимдонлик ва эрудиция билан ёзилган тадқиқотлар ўқувчиларда катта таассурот қолдирди”.

Ушбу мақоламизда биз Пошали Усмон ўғли таржима меросининг яна бир ажойиб намунаси – мифшуносликка қўшган улғ ҳиссаси – “Қадимги Юнон афсона ва ривоятлари” (Н.А.Кун) китобининг таржимасига эътибор қаратишни жоиз топдик. Китобнинг “Умрбоқий ривоятлар” номли кириш мақоласида тарих фанлари доктори, антик дунё бўйича йирик мутахассис А.А.Нейхардтнинг қуйидаги фикри ушбу таржиманинг аҳамияти ва таржимон маҳоратига эътиборни асослайди: “Маданият тарихи, адабиёт ва санъат билан қизиқувчи киши учун қадимги Юнонистон ва қадимги рим мифологияси билан танишиш тамоман зарурдир. Ахир, Уйғониш давридан бошлаб ёзувчилар, рассомлар ва ҳайкалтарошлар қадимги юнонлар ва римликларнинг миф (асотир)ларидан ўз асарлари учун сюжет танлашда кенг фойдалана бошладилар”.

Николай Альбертович Кун (1877 – 1940) – рус тарихчиси ва педагоги бўлиб, қадимги юнон мифларини рус тилига таржима қилган ва мифлар антологиясини тузган биринчи олим. Китоб 1922-йилда нашр этилган ва “Қадимги юнонлар ва римликларнинг ўз худолари ҳамда қаҳрамонлари ҳақидаги ҳикоятлари” деб номланган. Муаллиф вафотидан сўнг “Қадимги Юнон афсона ва ривоятлари” номи остида кўп марта нашр этилди ва кўплаб хорижий тилларга таржима қилинди. Китобда мифлар икки қимга ажратилади. Биринчи қисми “Худолар ва қаҳрамонлар” космогоник мифлардан иборат ва абадий, бепоён, қоронғу Хаосдан вужудга келган

худолар ва оламнинг тарихи баён этилган. “Қадимги юнон эпоси” деб номланган иккинчи қисмида эса аргонавтлар, Троя уруши, Ахиллнинг жасоратлари ва ўлими, Одиссейнинг саргузаштлари, шоҳ Эдипнинг қисмати, Агамемноннинг фарзандлари Орест билан Антигонанинг фожиали тақдири ҳақидаги машҳур афсоналар ҳикоя қилинади.

Китобнинг биринчи қисми учун асосий манба бўлиб, Гесиоднинг “Машаққатлар ва кунлар” ҳамда Эсхилнинг фожиалари, Овидийнинг асарлари хизмат қилган. Иккинчи қисми тузиш учун муаллиф Ҳомернинг “Иллиада” ва “Одиссея” дostonларидан, Софокл, Эсхил, Пиндар, Еврипид, Овидий каби антик адабиётнинг улуғ намояндалари асарларидан фойдаланган.

Пошали Усмон ўғлининг таржимонлик маҳоратини асослаш учун “Қадимги Юнон афсона ва ривоятлари” (Н.А.Кун) китобидаги худолар ва қаҳрамонларнинг сифатларини кўриб чиқишнинг ўзи ҳам кифоя қилади. Мисол учун, мана бу парчанинг таржимасини кўрамиз: Н.А.Куннинг тавсифи да “Могучая, благодатная Земля породила беспредельное голубое Небо - Урана, и раскинулось Небо над Землей. Гордо поднялись к нему высокие Горы, рожденные Землей, и широко разлилось вечно шумящее Море”. Пошали Усмон ўғли таржимасида: “Қудратли, ноз-неъматларга бой бўлган Ер беҳудуд кўм-кўк Осмон – Уранни яратди, шундай қилиб, Ер узра Осмон пайдо бўлди. Ер яратган юксак тоғлар унга томон бўй чўза бошлади, мудом ловуллаб мавж урар денгизлар яралди”. Таржимоннинг иқтидори, маҳорати ва сўз бойлигининг ниҳоятда бойлигига кўплаб мисоллар келтириш мумкин. Масалан, сўзларнинг такроридан қочиб, бадий матн шуқуҳини оширган ҳолда сифатлардан фойдаланишига қуйидагиларни кўрсатиб ўтишимиз ўринли: “могучая Земля” – “қудратли Ер” “пурқудрат Ер”; “колебатель земли Посейдон” – “ерни титратувчи Посейдон”; “неумолимый, мрачный брат Зевса, Аид” – “Зевснинг шафқатсиз, даҳшатли укаси Аид”; “могучие титаны” – “ҳайбатли титанлар”, “қудратнок титанлар”; “Бог войны, неистовый Арес” – “Уруш худоси, оташин Арес”, “Не изнеженная, ветренная богиня Афродита” – “нозик ва енгилтак Афродита”, “воительница Афина” – “жанговар Афина” ва бошқа мисоллар.

Бадий таржима – бу шунчаки бир тилдаги сўзларни бошқа тилга кўчириб ўтказиш эмас. Бу ҳар бир ёзувчи учун бетакрор бўлган овоз, услуб ва бадий приёмларни ўз тилида қайта яратиш демак. Н.А.Куннинг китобида келтирилган Ҳераклнинг шер билан олишуви тасвирини қаранг: “Совсем к вечеру, когда уже надвигались сумерки, показался чудовищный лев с длинной косматой гривой. Натянул тетиву своего лука Геракл и пустил одну за другой три стрелы во льва, но стрелы отскочили от его шкуры - она была тверда, как сталь. Грозно зарычал лев, рычание его раскатилось, подобно грому, по горам. Озираясь во все стороны, лев стоял в ущелье и искал горящими яростью глазами того, кто осмелился пустить в него стрелы. Но вот он увидел Геракла и бросился громадным прыжком на героя. Как молния сверкнула палица Геракла и громовым ударом обрушилась на голову льва. Лев упал на землю, оглушенный страшным ударом; Геракл бросился на льва, обхватил его своими могучими руками и задушил”. Ҳар қандай бадий матннинг бош вазифаси аслият ёки таржиманинг ўқувчисига эстетик таъсир кўрсатиш бўлиб, муаллиф олдида ўқувчида маълум ҳисларни, тасаввурлар ва ассоциацияларни уйғотиш масаласи қўйилади. Ўқиш жараёнида тасаввур фаод иштирок этади; асар китобхон миясида китобдан келиб чиқадиган манзараларни ярата олиши, уни воқеаларга жалб этиши лозим. Айнан шу сабабли бадий матнларда турли хил бадий тасвир воситаларидан кенг фойдаланилади. Ана энди ҳаёт мамот жангининг экспрессиясининг устоз таржимон Пошали Усмон ўғли томонидан ўзбек тилида қанчалик маҳорат билан гавдалантирилганига эътибор беринг: “Оқшом тушиб, тун шафағи бостириб келаётган чоғда узун ёллари пахмайган, лапанглаб келаётган ҳайбатли арслон кўзга ташланди.

Ҳеракл ёйининг камалак ипини таранг тортиб, арслонга бирин-кетин учта ўқ узди, лекин ўқлар унинг пўлатдай қаттиқ терисига урилиб қайтди. Арслон ваҳимали ўкирди, унинг момақалди роқ янглиғ ўкириши тоғу тошни ларзага келтирди. Дарада турган арслон атрофга алангларкан, унинг ғазаб ўтидан ёниб турган кўзлари билан ўзига ўқ узишга журъат этган зотни қидирарди. Ана, у Ҳераклни кўриб қолди ва беқиёс баланд сакраб, навқирон баҳодирга томон отилди. Ҳераклнинг гурзиси яшиндай чақнаб кетди ва момақалди роқ залворидай зарб билан арслоннинг бошига урилди. Даҳшатли зарбадан гангиган арслон ерга қулади. Шунда Ҳеракл арслонга ташланиб, уни ўзининг қудратли қўллари билан бўғиб ташлади”.

Юксак даражадаги лисоний ва маданий қобилиятларга эга бадабиё таржимонлар жаҳон адабиётининг бойлигини очиб бериш ҳамда уни китобхонларга етказишдек муҳим вазифани бажариб келмоқдалар. Улар синчковлик билан аслиятнинг аниқлиги ва унинг моҳиятини бошқа лисоний ва маданий контекстда вайта яратаётган, мослаштираётган сеҳргарлардир. Устоз мутаржим – Пошали Усмон ўғли ҳам нафақат аслиятнинг аниқлиги ва яхлитлигини сақлаб қололган, балки ўзаро тушунишга янги имкониятлар яратган, адабиё ҳамжамият ҳиссининг маданиятлараро эътироф этилиш ва мустаҳкамланишига улкан ҳисса қўшган Самарқанд таржимашунослик мактабининг йирик вакили эди.

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TEACHING LISTENING COMPREHENSION

*R. Muxiddinova*¹*Abstract:*

This article include methods and exercises teaching foreign languages through listening skills and effectiveness of the listening.

Key words: curriculum, native speakers, lesson structure, listening comprehension, feedback, attention, test.

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Virtually everything students do in the foreign language classroom involves listening comprehension to some extent, and it seems difficult to know just where to incorporate listening comprehension exercises into the curriculum. The guideline should be the specific teaching point of the activity: exercises, on the phonological code (e.g., distinguishing voiced-voiceless, pairs as eyes-ice) should be done in conjunction with the pronunciation segment of the lesson, as should practice on cognate words which students recognize in their written form but not in their spoken version. Exercises on the grammatical code, such as distinguishing between he's eaten and he's eating, should be done in conjunction with the grammar segment. We also practice recognizing varieties of speech (the formal-informal distinction) in the grammar class as it is primarily the grammatical patterns which trouble the students, but such practice can equally well be done anywhere in the curriculum [4, 13]. Many listening comprehension exercises lend themselves particularly well to work in the language laboratory. The students are set a specific task such as answering questions or solving a problem. When they complete their task, they check their own work from an answer key so that they get immediate feedback on how well they have done. As with all work, it is important that the students have some tangible record of how they are performing, and the immediate correction of these exercises gives them an evaluation and record of their performance as well as responsibility for their own progress. If a laboratory is not available, a tape or cassette recorder in a quiet corner of the classroom is excellent for group work, and , teachers who are not native speakers of English should especially try to use as many exercises as possible which have been recorded by native speakers.

There are a general set of principles for teaching listening comprehension (LC)

1. Listening comprehension lessons must have definite goals, carefully stated. These goals should fit into the overall curriculum, and both teacher and students should be clearly cognizant of what they are.

2. Listening comprehension lessons should be constructed with careful step by step planning. This implies, according to Morley, that the listening tasks progress from simple to more complex as the student gains in language proficiency; that the student know exactly what the task is and is given directions as to "what to listen for, where to listen, when to listen, and how to listen."

3. LC lesson structure should demand active overt student participation. She states that the "most overt student participation involves his written response to the LC material," and that immediate feedback on performance helps keep interest and motivation at high levels.

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4. LC lessons should provide a communicative urgency for remembering in order to develop concentration. This urgency, which along with concentration is a key factor in remembering, should come not from the teacher, but from the lesson itself. This is done by giving the students the writing assignment before they listen to the material. (It serves the same function as the "before" questions in the reading class.)

5. Listening comprehension lessons should stress conscious memory work. One of the goals of listening is to strengthen the students' immediate recall in order to increase their memory spans. In Morley's terms "listening is receiving, receiving requires thinking, and thinking requires memory; there is no way to separate listening, thinking, remembering."

6. Listening comprehension lessons should "teach," not "test." By this, Morley means that the purpose of checking the students' answers should be viewed only as feedback, as a way of letting the students find out how they did and how they are progressing. There should be no pass/fail attitude associated with the correction of the exercises [1, 140-143].

Typically the format of a listening comprehension exercise consists of a passage of oral language of various types narration, description, directions, etc.--and a set task for the students to complete as an indicator of the degree of their comprehension. Common tasks are answering questions, solving problems, taking dictation, and even drawing pictures to correspond to the information given.

The steps of a listening comprehension exercise are similar to a pronunciation lesson:

1. Selection of the teaching point
2. Focusing of students' attention
3. Listening and completion of set task
4. Feedback on performance

Step 1: Selection of the teaching point

The subsequent list of techniques for specific teaching points will suggest range of items students need to practice on. The important 'joint to be aware of is that structure and vocabulary be controlled so that exercises are not beyond the students' level of proficiency.

Step 2: Focusing of students' attention

The students must be aware of the purpose of the exercise in general and the nature of the specific task in particular before they listen to the passage. An easy way to alert them to what they are going to do is simply to say: "Today you're going to listen to an exercise which will help you understand native speakers outside the classroom," or "Today you are going to listen to an exercise which will help you to be able to follow a classroom lecture." The students should be given whatever written material is necessary for them to complete their task before they listen to the passage; they should know before they listen whether they are going to answer comprehension questions (and if so what those questions are) or to draw a picture. There should always be an example at the beginning of the exercise to help those who may not have understood the verbal directions [2, 101].

Step 3: Listening and completion of exercise

If teachers read the material to the class, they must take great care to read with normal speed and intonation. Students always ask teachers to speak or read slower, but such requests must be resisted. Slowing down tends to distort stress and intonation, but most of all it gives the students no practice in understanding normal speech, which after all is the purpose of the exercise. Rather than slowing down, teachers can play or read the exercise over again. The number of times students need to listen to an exercise depends on the length and difficulty of the exercise, on the nature of the set task, and always on the students' proficiency. If the task, can be completed during the listening, and the listening is relatively easy, once is enough. If the students must recall facts in order to answer questions after having listened, they may need to hear the passage more than once. The students themselves are the best judge of how many times they should listen to an exercise. If they have difficulty with a passage, they will want to listen more than once; if they find a passage easy, listening more than

once will be very boring, and they should be encouraged to give their opinion freely about the number of times they want to hear a specific exercise.

Step 4: Feedback on performance

The easiest way for students to receive feedback on their performance is to supply them with an answer key and have them correct their own answers. The teacher should regularly check on their progress so that recognition can be given to those who do well and help given to those who are having difficulty.

Techniques for listening comprehension can be classified according to the various teaching points: (1) exercises on the phonological code, (2) on the grammatical code, (3) on them essayed the sentence level, (4) on variations of language style, or (5) on the total meaning of a passage or communication situation. Each point needs to be taught in increasing complexity as the students progress in their learning, i.e., advanced students will still need work with the grammatical and phonological codes [3, 89], but the structures will be more complex, and beginning students should also be given an introduction to other than formal spoken style. Some exercises, however, such as taking notes from lectures and listening to radio programs, are not feasible with beginning students because they are not proficient enough in English. The following activities have been organized according to teaching points, and the order coincides roughly with increased proficiency.

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**N.SCOTT MOMADAY AND THE AMERICAN LITERARY LANDSCAPE: BRINGING
NATIVE AMERICAN VOICES TO THE FOREFRONT***O. Sattorov*¹*Abstract:*

N. Scott Momaday, an acclaimed Kiowa novelist, poet, and essayist, has made an indelible mark on contemporary American literature. His work, particularly the Pulitzer Prize-winning *House Made of Dawn*, was instrumental in introducing Native American perspectives to a broader readership and is often cited as a catalyst for the Native American Renaissance in literature. This article explores Momaday's influence on American literary culture, highlighting his role in expanding the representation of Native American heritage, values, and narratives in mainstream literature. By examining key themes, narrative techniques, and the cultural significance of his work, this article aims to provide a comprehensive understanding of Momaday's impact on American literature and on indigenous identity representation.

Key words: N. Scott Momaday, Native American literature, American literary landscape, Native American Renaissance, indigenous identity, cultural heritage, contemporary American literature.

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Cultural Context and Background of Momaday's Work. N. Scott Momaday's work is deeply embedded in the cultural traditions and historical experiences of his Kiowa heritage. As a writer, Momaday was profoundly influenced by both the rich oral storytelling traditions of the Kiowa people and his formal Western education, an experience that gave him a unique duality in perspective [Krupat, 1989, p. 5]. Growing up in the Southwest, Momaday experienced life in a landscape that is deeply sacred within his cultural heritage, and this reverence for land is evident throughout his work. In particular, *House Made of Dawn* reflects the cultural, spiritual, and emotional resonance of the Southwestern landscape, which serves not just as a setting but as a vital character and symbol.

This dual exposure influenced Momaday's approach to storytelling, allowing him to merge indigenous oral traditions with modern narrative techniques. Through this blend, he creates a literary experience that speaks to Native and non-Native audiences alike, offering insight into Native American worldviews and providing a counter-narrative to mainstream American literature [Momaday, 1968, p. 45]. His prose, which often incorporates elements of traditional Kiowa myths and cultural symbols, reflects a worldview that balances both spiritual and physical realms, demonstrating the importance of indigenous cosmology in understanding identity and heritage.

Key Themes in Momaday's Literature. Momaday's writing tackles significant themes such as identity, cultural memory, and the intrinsic relationship between people and the land. Through his works, he emphasizes the importance of these themes to Native American culture, particularly how they inform and preserve indigenous identity. His protagonists often face the challenge of reconciling their Native heritage with the pressures of a modern world that can be alienating or dismissive of indigenous culture [Allen, 1992, pp. 67-68]. This

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conflict is at the heart of much of Momaday's storytelling, where characters navigate between two worlds, preserving traditional beliefs while contending with the present.

- **Identity and Memory:** Momaday explores the journey of self-discovery and cultural reconnection. For example, in *House Made of Dawn*, the protagonist Abel grapples with a spiritual and cultural crisis that symbolizes the broader Native American struggle for identity. Disconnected from his heritage, Abel's journey illustrates the internal conflict faced by many indigenous people who experience a sense of cultural dislocation [Lincoln & Slagle, 1983, p. 52]. Through Abel, Momaday reveals the psychological toll of this cultural alienation and the healing process of reconnecting with one's roots. Memory, both individual and collective, becomes a powerful tool for reclaiming identity and cultural pride.

- **The Land as Sacred:** Another key theme in Momaday's work is the concept of land as sacred and essential to identity. His detailed depictions of the landscapes of New Mexico and Arizona serve as more than just backdrops; they are central to his characters' sense of self. Momaday's reverence for land reflects traditional Native American beliefs that view nature as a living, spiritual entity [Vizenor, 1994, p. 24]. For Momaday, the land is a bridge between past and present, connecting his characters to their ancestral heritage and offering a sense of belonging that transcends modern dislocation. His portrayal of the land as sacred also challenges Western views that often see the land solely as a resource, thus offering readers a new way of relating to the environment.

Influence on the Native American Renaissance. Momaday's groundbreaking novel *House Made of Dawn* (1968) is widely regarded as a catalyst for the Native American Renaissance, a literary movement in the 1960s and 1970s that witnessed an outpouring of literature by Native American writers [Lincoln & Slagle, 1983, pp. 15-16]. The movement aimed to reclaim indigenous voices and share authentic stories that counteracted stereotypical portrayals of Native Americans in mainstream literature. Momaday's success inspired other Native American authors, such as Leslie Marmon Silko, Louise Erdrich, and Sherman Alexie, to explore their cultural histories and personal identities, creating a rich tapestry of Native American literature that reshaped the American literary canon [Owens, 1992, pp. 33-34].

The Native American Renaissance emphasized themes of resilience, survival, and self-discovery. Authors involved in this movement used literature to challenge misrepresentations of indigenous people and to highlight the diverse and complex experiences within Native communities. By winning the Pulitzer Prize, Momaday not only brought Native American literature into the spotlight but also validated the importance of indigenous perspectives in American culture. His work opened the doors for future generations of Native writers, ensuring that indigenous voices and experiences would have a place in mainstream literature.

Literary Techniques and Style. Momaday's writing style is characterized by a unique blend of modernist techniques and indigenous oral traditions. His narratives often shift perspectives, employ fragmented timelines, and integrate symbols from Kiowa mythology. This hybrid approach to storytelling invites readers to enter a deeply symbolic world that reflects Native American understandings of time, space, and existence [Krupat, 1989, p. 72]. The result is a narrative style that challenges linear Western storytelling conventions, creating a tapestry of experiences that are non-linear and cyclical in nature.

- **Non-Linear Narratives:** In *House Made of Dawn*, the fragmented timeline mirrors the protagonist Abel's disconnection from his culture. This disjointed structure serves as a literary device to convey Abel's spiritual and psychological journey. By not following a strict chronological order, Momaday emphasizes the cyclical nature of Native American storytelling, where past, present, and future often intersect [Momaday, 1968, pp. 78-79]. This technique invites readers to experience the story as an immersive, multi-dimensional narrative rather than a straightforward plot, reflecting a worldview that values memory and tradition over linear progression.

• **Symbolism and Mythology:** Momaday's work is rich in symbols drawn from Kiowa mythology, such as the eagle in *House Made of Dawn*, which represents spiritual freedom and connection to one's heritage. Through these symbols, Momaday connects his characters to the cultural and spiritual history of their ancestors [Vizenor, 1994, pp. 102-103]. By embedding these traditional symbols within a contemporary narrative, he allows readers to appreciate the cultural depth and resilience of Native American identity, grounding his work in indigenous symbolism and worldview.

In the opening passages of *House Made of Dawn*, Momaday describes the landscape of Jemez Pueblo with a deep reverence, reflecting its sacred significance to the Native community [Momaday, 1968, p. 22]. The land is not merely a backdrop but an integral part of the protagonist Abel's identity. This poetic description establishes the land as a living entity and underscores the importance of nature in shaping cultural identity. For Abel, the land is a place of healing, a space that allows him to reconnect with his heritage and find a sense of belonging.

Additionally, Momaday's choice to incorporate Kiowa myths within a modern novel structure allows readers unfamiliar with these traditions to appreciate the cultural depth of his characters. For example, when Abel recalls traditional stories, these moments are not merely nostalgic but represent a living cultural heritage that sustains his identity [Owens, 1992, pp. 45-46]. By presenting these traditional stories as part of Abel's present experience, Momaday emphasizes the continuity of Kiowa culture and its power to endure in a rapidly changing world.

Conclusion. N. Scott Momaday's work has had a profound and lasting impact on American literature, bringing Native American perspectives to a broader audience and challenging the mainstream portrayals of indigenous culture. Through his narratives, Momaday underscores the importance of cultural memory, the sanctity of land, and the complexity of identity. These themes resonate with universal concepts of belonging, resilience, and self-discovery, allowing readers from all backgrounds to engage with his work on multiple levels.

Momaday's influence has extended beyond his individual achievements, inspiring other Native American writers and fueling a literary movement that has enriched American literature with diverse voices and perspectives [Lincoln & Slagle, 1983, p. 52]. Through his innovative blend of traditional storytelling and modernist techniques, Momaday has not only preserved his cultural heritage but has also redefined the possibilities of Native American literature in the American literary canon. His work remains a testament to the power of literature to bridge cultures, deepen understanding, and celebrate human resilience in the face of adversity.

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THE IMPACT OF ARTIFICIAL INTELLIGENCE ON PERSONALIZED LEARNING IN LANGUAGE EDUCATION

S. Abdusattorova ¹, O. Sattorov ²

Abstract:

This article explores the central role of nature in Romantic poetry, focusing on how poets like William Wordsworth, Samuel Taylor Coleridge, and Percy Bysshe Shelley used nature as a source of inspiration and reflection. Through an analysis of key poems, the study demonstrates how nature became a powerful symbol for expressing the sublime, human emotion, and philosophical thought. The article highlights specific examples from Romantic poetry to illustrate the relationship between the natural world and the inner workings of the poets' minds.

Key words: Romantic poetry, nature, sublime, William Wordsworth, Samuel Taylor Coleridge, Percy Bysshe Shelley, imagination, human emotion.

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Nature plays a defining role in Romantic poetry, serving not just as a backdrop but as a central figure that reflects the emotional and philosophical landscapes of Romantic poets. In an era marked by rapid industrialization and urbanization, Romantic poets turned to nature as a source of inspiration, solace, and even rebellion against modernity. Nature became a canvas for poets to explore concepts like the sublime, individualism, and the human soul's connection to the universe. Romantic poets saw nature as more than just a physical presence; it was imbued with spiritual and emotional significance. Poets like William Wordsworth, Samuel Taylor Coleridge, and Percy Bysshe Shelley were deeply affected by their natural surroundings and expressed their profound connection to the natural world through their poetry. This article will analyze how nature is depicted in their works and how it serves as a mirror to their emotions, philosophical thoughts, and ideals.

William Wordsworth is perhaps the most well-known Romantic poet associated with nature. In his works, nature is often portrayed as a moral guide and a source of wisdom. For Wordsworth, nature was a teacher, instructing the human soul in ways no institution could. In *Lines Composed a Few Miles Above Tintern Abbey*, Wordsworth reflects on his deep emotional connection with nature. He describes how nature has comforted him and shaped his understanding of the world:

“... For I have learned
To look on nature, not as in the hour
Of thoughtless youth, but hearing oftentimes
The still, sad music of humanity,
Nor harsh nor grating, though of ample power
To chasten and subdue” [Wordsworth, 1798].

In this poem, nature offers not only physical beauty but also emotional and spiritual healing. Wordsworth's personal growth is intertwined with his relationship to the natural world, as he discovers that nature can serve as a mirror reflecting his innermost feelings and

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thoughts. He emphasizes the importance of solitude in nature, suggesting that it allows individuals to reconnect with their true selves and gain insight into the human condition.

Samuel Taylor Coleridge also emphasized nature, but his portrayal often had a supernatural element. In works like *The Rime of the Ancient Mariner*, nature becomes an unpredictable force, representing the divine or the inexplicable aspects of the universe. In the poem, the mariner's actions against nature—when he kills the albatross—result in a series of supernatural events that emphasize nature's power and mystery:

“Water, water, everywhere,
And all the boards did shrink;
Water, water, everywhere,
Nor any drop to drink” [Coleridge, 1798].

This passage exemplifies nature's omnipotence and the consequences of humanity's disregard for its sanctity. Coleridge's portrayal of nature reflects a deep awareness of the interconnectedness of all living things, emphasizing that humans cannot separate themselves from the natural world without facing dire consequences. The natural world is depicted as a living entity, capable of wrath and wonder, highlighting the sublime—an aesthetic experience that evokes both beauty and terror. This duality in nature serves as a warning against hubris and a call to respect the mysteries of existence.

Percy Bysshe Shelley also used nature in his works but often as a symbol for human freedom, imagination, and revolution. In *Ode to the West Wind*, Shelley presents nature as a force of change and transformation:

“O wild West Wind, thou breath of Autumn's being,
Thou, from whose unseen presence the leaves dead
Are driven, like ghosts from an enchanter fleeing...” [Shelley, 1819].

The wind is a symbol of both destruction and creation, emphasizing the cycles of life and the potential for human progress. Shelley views nature as a reflection of human emotions and the inevitable changes within society. He sees the West Wind not only as a force of nature but also as a metaphor for the revolutionary spirit, capable of sweeping away the old and ushering in the new. Through his poetry, Shelley advocates for a connection between the individual and the natural world, arguing that true freedom arises from a harmonious relationship with nature.

Beyond its moral and philosophical implications, nature also serves as a wellspring of inspiration for Romantic poets. The beauty and majesty of the natural world fuel their creativity and artistic expression. For instance, Wordsworth's *I Wandered Lonely as a Cloud* captures the joy and inspiration drawn from a field of daffodils, where he celebrates the beauty of nature as a source of solace and creative power. The imagery of the flowers dancing in the breeze evokes a sense of joy that transcends the moment, illustrating how nature can inspire profound emotional responses and artistic creation.

Romantic poets often explore the relationship between nature and personal identity. For Wordsworth, nature becomes a crucial element in his journey toward self-discovery. His poetry illustrates how the natural world reflects his innermost thoughts and feelings, allowing him to explore themes of memory, loss, and renewal. The landscapes he describes are not mere settings; they are integral to his sense of self, embodying his experiences and emotions. Similarly, Shelley and Coleridge also depict nature as a space for introspection and self-reflection, where the poets confront their fears, desires, and aspirations.

Nature played a central role in Romantic poetry, offering poets a means of exploring emotional and philosophical questions. For Wordsworth, nature was a source of moral and spiritual instruction. For Coleridge, nature had a supernatural dimension, representing forces beyond human comprehension. Shelley viewed nature as a symbol of change, reflecting his own revolutionary ideals. Through their poetry, these Romantic poets created vivid portrayals of nature that went beyond mere description of the natural world,

transforming it into a symbol for human experience and imagination. Ultimately, nature serves as a powerful reminder of the beauty, complexity, and interconnectedness of life, encouraging us to reflect on our own relationships with the natural world.

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HOW CHILDREN ACQUIRE LANGUAGE

*M. Akhmedova*¹, *O. Sattorov*²*Abstract:*

Language acquisition in children is one of the most fascinating and complex processes in human development. This article explores the key theories, stages, and factors that contribute to how children learn language. Focusing on behaviorist, nativist, and interactionist theories, the article delves into the role of cognitive development, social interaction, and exposure to language-rich environments. By understanding the mechanisms behind language learning, educators and parents can better support children's linguistic growth.

Key words: Language acquisition, cognitive development, behaviorism, nativism, interactionist theory, social interaction, critical period, linguistic input.

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Language learning in children is a vital part of cognitive and social development. It is a process that has intrigued researchers for decades, leading to the development of multiple theories that seek to explain how children acquire their first language. This article will review the leading theories of language acquisition, the stages of development, and the factors influencing this process. Understanding these elements is essential for educators, parents, and anyone involved in early childhood development.

The behaviorist theory, proposed by B.F. Skinner, posits that language is learned through imitation, reinforcement, and conditioning. According to this theory, children learn to speak by mimicking the language they hear around them. Positive reinforcement, such as praise or attention, encourages them to repeat words and phrases until they become proficient in language use. However, critics argue that this theory does not explain the rapid pace at which children acquire language or their ability to create novel sentences they have never heard before [Skinner, 1957, pp. 31-33].

In contrast, Noam Chomsky's nativist theory suggests that humans are biologically equipped to acquire language. According to Chomsky, children are born with an innate ability known as the "Language Acquisition Device" (LAD), which allows them to understand the rules of grammar and syntax. This theory emphasizes the existence of a "universal grammar" common to all human languages. The nativist perspective explains how children can learn complex linguistic structures even with limited exposure to language [Chomsky, 1965, pp. 25-30]. The interactionist theory bridges the gap between the behaviorist and nativist approaches by emphasizing the importance of both biology and social interaction in language learning. Lev Vygotsky and Jerome Bruner suggest that language development is closely tied to social interaction and cognitive growth. According to this view, children learn language through engaging with more knowledgeable individuals, such as parents or caregivers, in what Vygotsky termed the "zone of proximal development" [Vygotsky, 1978, pp. 84-87]. Children typically pass through several stages in their language development. These stages are universally observed, although the pace may vary:

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Pre-linguistic Stage (0-12 months): Babies communicate through crying, cooing, and babbling. By the age of six months, infants can differentiate between sounds in their native language and other languages [Kuhl, 2004, pp. 831-835].

Holophrastic Stage (12-18 months):

At this stage, children begin to use single words, known as holophrases, to represent entire ideas, such as "milk" to indicate they want a drink [Nelson, 1973, pp. 35-37].

Two-word Stage (18-24 months):

Children start combining two words to form simple sentences like "want cookie" or "big car." This marks the beginning of syntactical understanding [Brown, 1973, pp. 43-45].

Telegraphic Stage (24-30 months):

In this stage, children's speech resembles telegrams, where non-essential words are omitted. Sentences may sound like "Mommy go work" or "Doggy eat food" [Brown, 1973, pp. 48-50].

Complex Sentences Stage (30 months and beyond):

As children grow, they begin forming more complex sentences and can use grammar rules, such as tense and plurality, more consistently. By the age of five, most children have mastered the basic structures of their native language.

Factors Influencing Language Acquisition

Cognitive Development. Cognitive abilities play a critical role in language acquisition. Piaget suggested that language development depends on general cognitive growth, where concepts like object permanence and symbolic thought lay the foundation for language learning [Piaget, 1959, pp. 89-91].

Social Interaction. Interaction with caregivers, peers, and the environment is crucial for language development. Vygotsky emphasized the role of social interaction in developing higher cognitive functions, including language. Scaffolding techniques, where caregivers provide linguistic support, are instrumental in advancing a child's linguistic capabilities [Vygotsky, 1978, pp. 99-101].

Exposure to Language. Children require rich linguistic input to acquire language effectively. Studies have shown that children exposed to more words and complex sentences from caregivers develop stronger language skills, both in vocabulary and syntax [Hart and Risley, 1995, pp. 192-195].

Critical Period. The concept of a "critical period" suggests that there is an optimal window during which children are most capable of acquiring language. After this period, which is thought to end around puberty, language learning becomes more difficult [Lenneberg, 1967, pp. 176-179].

The process of language acquisition in children is a remarkable phenomenon influenced by biological predispositions, cognitive development, social interaction, and exposure to language. While theories like behaviorism, nativism, and interactionism offer different explanations, they all underscore the importance of early language exposure and social engagement. Further research into bilingualism, language disorders, and the effects of technology on language development could deepen our understanding of how children learn language.

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GAMIFICATION IN ESL CLASSROOMS: ENGAGING STUDENTS THROUGH GAME-BASED LEARNING

K. Asatullayev¹, O. Sattorov²

Abstract:

Gamification, or the use of game-like elements in non-game contexts, has proven to be an effective strategy for boosting motivation, engagement, and retention among language learners. In the ESL (English as a Second Language) classroom, gamification transforms traditional learning by integrating challenges, rewards, and interactive activities that make language acquisition fun and meaningful. This article explores the benefits of gamification in ESL education and provides practical examples and tools that educators can incorporate to enhance student motivation and retention.

Key words: Gamification, ESL education, game-based learning, language acquisition, motivation, engagement, learning tools.

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The rise of social media has transformed not only how people communicate but also how they learn languages. Platforms like Instagram, YouTube, and TikTok allow users to interact with authentic language content daily, engage with native speakers, and immerse themselves in real-world language contexts. Social media as an informal learning tool appeals to ESL (English as a Second Language) learners due to its accessibility, variety, and engaging nature. However, while social media offers language learners unique opportunities, it also presents certain limitations that traditional learning environments aim to address. This article analyzes the opportunities and challenges of using social media for language practice, highlighting how it contributes to language acquisition and areas where it falls short.

Benefits of Gamification in Language Learning. Gamification provides several benefits for ESL students by engaging them on multiple levels:

Increases Motivation and Engagement: Games make learning enjoyable and provide immediate rewards for effort. By completing challenges or leveling up, students experience a sense of achievement, which boosts motivation (Kapp, 2012, pp. 44-46).

Enhances Retention and Recall: Game-based learning often involves repetition and active participation, both of which enhance memory retention. By repeatedly encountering vocabulary and grammar in a game context, students are more likely to remember and apply what they've learned (Chou, 2015, pp. 101-103).

Promotes Collaborative Learning: Many language games require teamwork, encouraging students to collaborate, communicate, and learn from each other in an authentic context (Lee & Hammer, 2011, pp. 148-149).

Reduces Language Anxiety: Games create a safe environment where students feel more comfortable making mistakes. This environment reduces language anxiety and encourages risk-taking, both of which are important for language acquisition (Gee, 2003, p. 82).

Key Gamification Elements in ESL Classrooms. Effective gamification in ESL classrooms can be achieved through various elements:

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Points and Rewards: Points can be awarded for completing assignments, answering questions, or achieving specific goals, which can be exchanged for rewards like “homework passes” or small prizes.

Levels and Progression: By incorporating levels or stages, students can progress from beginner to advanced tasks, seeing their improvement over time. This encourages perseverance and provides clear milestones.

Leaderboards: Public leaderboards or class rankings can stimulate friendly competition and encourage students to participate actively. However, leaderboards should be used carefully to ensure they foster positive motivation [Nicholson, 2015, p. 25].

Badges and Achievements: Rewarding students with digital badges for accomplishments, such as “Vocabulary Master” or “Grammar Guru,” can give them a sense of pride and encourage mastery.

Practical Tools and Examples for Gamification. To incorporate gamification effectively, teachers can use a variety of tools and activities:

Kahoot! Kahoot! is an interactive quiz platform where teachers can create quizzes on vocabulary, grammar, and comprehension. Students earn points for correct answers and fast responses, and the leaderboard encourages friendly competition. Kahoot! is particularly effective for vocabulary reviews and grammar drills [Wang & Tahir, 2020, p. 4].

Duolingo. Duolingo is a gamified language learning app that uses levels, streaks, and rewards to keep learners motivated. ESL teachers can recommend Duolingo as supplementary practice outside the classroom, where students earn points and unlock levels based on their progress. This encourages regular practice and tracks improvement over time [Vesselinov & Grego, 2012, pp. 10-12].

Classcraft. Classcraft is a role-playing game where students create characters and earn experience points (XP) by completing tasks and participating in class activities. Teachers can award points for language-related achievements or participation in discussions, and students can work together to achieve group goals. This tool promotes collaboration, accountability, and a sense of community [Anderson et al., 2015, p. 400].

Escape Room Activities. An escape room setup is a collaborative game where students solve language-based puzzles to “escape” the room within a time limit. Teachers can create activities that require teamwork and problem-solving, such as decoding vocabulary clues or solving grammar puzzles. This activity is especially engaging and encourages practical application of language skills [Nicholson, 2015, pp. 27-29].

Consider a Kahoot! vocabulary review activity. In this game, students compete to answer vocabulary questions correctly within a set time. For instance, in a lesson about food, the teacher can use Kahoot! to review vocabulary by showing pictures of different foods with multiple-choice answers. Students gain points for correct answers, and the leaderboard adds a competitive element that motivates them to participate actively. This activity helps students recall vocabulary in a fun, interactive way and reinforces retention through repetition and active engagement.

Another example is Classcraft’s collaborative storytelling. After a lesson on past tense, the teacher can assign groups of students to craft a story using past-tense verbs. Each group member contributes a part of the story, and they must complete the task as a team to earn experience points (XP) for their characters. This activity promotes collaborative learning, critical thinking, and creativity, helping students apply grammar in a meaningful context.

Conclusion. Gamification offers an engaging and effective approach to ESL education, making language learning more interactive, motivating, and memorable. By incorporating game elements such as points, levels, and collaborative challenges, teachers can create a classroom environment that reduces anxiety, fosters collaboration, and encourages active language use. Practical tools like Kahoot!, Duolingo, and Classcraft provide a variety of ways to gamify language learning, catering to different learner preferences and classroom setups.

As educators continue to explore the potential of gamification, they will discover new ways to engage and inspire ESL students, ultimately enhancing their language proficiency and love for learning.

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DEVELOPING CRITICAL THINKING SKILLS THROUGH LITERATURE IN LANGUAGE LEARNING

M. Bahrillayev¹, O. Sattorov²

Abstract:

Critical thinking skills are essential for language learners, enabling them to analyze, interpret, and engage with texts meaningfully. Literature offers a powerful tool for fostering these skills within the ESL (English as a Second Language) classroom, encouraging learners to explore multiple perspectives, develop interpretative skills, and engage in reflective thinking. This article examines how literary texts can be used to promote critical thinking among ESL learners, emphasizing strategies that educators can implement to integrate literature into language learning effectively. By analyzing and interpreting literary works, students not only improve language proficiency but also become more adept at examining underlying themes, cultural contexts, and character motivations.

Key words: Critical thinking, literature in language learning, ESL education, language acquisition, analysis, interpretation, reflective thinking.

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In today's globalized and information-rich world, critical thinking has become a fundamental skill, especially for language learners. For ESL students, developing the ability to think critically enhances both language acquisition and cognitive skills, making them more capable of interpreting complex texts and expressing nuanced ideas. Literature, with its rich layers of meaning, offers an ideal medium for cultivating critical thinking. Unlike typical language-learning materials, literary texts present complex characters, diverse cultural backgrounds, and thought-provoking themes that prompt students to ask questions, analyze motives, and explore interpretations. This article discusses the role of literature in fostering critical thinking within the ESL classroom and presents strategies for integrating literature-based critical analysis activities effectively.

Literature as a Tool for Developing Critical Thinking. Literary texts are inherently multidimensional, offering layers of meaning that invite readers to engage in analytical and interpretive thinking. Critical thinking in literature involves going beyond surface-level understanding to explore underlying themes, character motivations, and the sociocultural context in which the text was written. Key aspects of critical thinking that literature fosters include:

Analytical Thinking: Students break down complex narratives, examine character development, and analyze how specific events shape the story.

Interpretive Thinking: Learners are encouraged to explore multiple meanings within the text, considering symbols, metaphors, and authorial intent.

Reflective Thinking: Literature often evokes personal connections, prompting students to reflect on how the text relates to their experiences and worldviews.

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By engaging with these aspects, students develop skills that are essential not only for language proficiency but also for effective communication and problem-solving [Lazar, 1993, p. 15].

Benefits of Using Literature for Critical Thinking in Language Learning. Using literature in language learning offers several advantages for critical thinking development:

Encourages Deep Analysis: Literary texts challenge students to understand nuanced vocabulary, complex sentence structures, and cultural references. This analysis requires them to dig deeper into the language and meaning.

Promotes Cultural Awareness: Literature introduces students to diverse cultural perspectives, helping them understand and respect viewpoints different from their own [McKay, 1982, p. 531].

Enhances Language Proficiency: By reading literature, learners encounter sophisticated language use, idiomatic expressions, and varied syntax, which enhance their language skills.

Builds Empathy and Perspective-Taking: Literature allows students to see the world from different characters' perspectives, fostering empathy and critical examination of different cultural, ethical, and moral views.

Strategies for Using Literature to Foster Critical Thinking in ESL Classrooms. To harness the full potential of literature for critical thinking, teachers can implement the following strategies:

Guided Discussion and Socratic Questioning: Facilitating discussions where students are asked open-ended, thought-provoking questions encourages them to articulate their interpretations and support them with textual evidence [Christenbury, 2000, p. 34]. For example, after reading a short story, the teacher might ask, "Why do you think the character made that decision? What evidence supports your view?"

Character Analysis Activities: Have students analyze characters by examining their motivations, conflicts, and growth throughout the story. This analysis builds interpretative skills and encourages students to explore character psychology, relationships, and the influence of societal norms.

Comparative Analysis of Themes: Teachers can introduce multiple texts that explore similar themes, such as justice, love, or conflict, allowing students to compare how different authors handle these themes. This practice broadens their interpretive skills and helps them recognize recurring patterns and varying perspectives.

Role Play and Dramatization: By stepping into the shoes of literary characters, students gain a deeper understanding of character motivations and conflicts. Role-playing activities encourage students to engage directly with the text, analyze character motives, and make connections between the text and real-life situations.

Writing Reflective Responses: Encourage students to write reflective essays or journal entries about how the text relates to their personal experiences or current societal issues. This reflection enhances both language skills and critical thinking by connecting the text with their understanding of the world.

Consider the novel *"To Kill a Mockingbird"* by Harper Lee. In an ESL classroom, this novel offers opportunities to analyze themes of justice, empathy, and racial prejudice. After reading specific excerpts, students might discuss how the characters view morality and justice differently based on their cultural backgrounds and personal experiences. The teacher could ask, "How does Atticus Finch's view of justice differ from the other characters, and what does this reveal about his personality?"

Another example is a poem like *"The Road Not Taken"* by Robert Frost. This poem invites students to interpret the metaphorical meaning of the roads and how choices shape our lives. Through guided discussion, students explore various interpretations of the poem's message, reflecting on how their own experiences inform their understanding of the poem.

Questions like "What choice did the speaker make, and why do you think it was difficult?" encourage students to delve deeper into the poem's meaning, fostering critical and reflective thinking [Rosenblatt, 1978, p. 22].

Conclusion. Literature provides a powerful vehicle for developing critical thinking skills among ESL students. By engaging with literary texts, students learn to go beyond literal meanings and explore multiple interpretations, character motivations, and thematic insights. Incorporating literature into ESL education not only improves language skills but also broadens students' worldviews and helps them develop empathy and analytical abilities. As teachers integrate literature-based critical thinking activities, they play a crucial role in preparing learners to approach language, literature, and life with a more open and discerning mindset.

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WHY IS ENGLISH SO WIDELY SPOKEN AROUND THE WORLD?

*D. Baxtiyorova*¹, *S. Isroilova*², *O. Sattorov*³*Abstract:*

English has become a global language spoken by millions worldwide, functioning as a primary or secondary language in numerous countries. Its widespread use can be attributed to several key factors, including the colonial expansion of the British Empire, the economic influence of the United States, and the spread of globalization. Additionally, the internet, the dominance of English in education and science, and its cultural impact through media have all played crucial roles in its global prominence. This article examines the historical, political, and cultural reasons that have contributed to English becoming the world's lingua franca, and its continued relevance in international communication.

Key words: English as a global language, colonial expansion, globalization, internet, education, cultural influence, economic power, lingua franca.

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English has achieved the status of a global language, spoken by millions of people across continents. It functions not only as the mother tongue of nations like the United States, the United Kingdom, Canada, and Australia but also as the second or foreign language for billions in countries like India, Nigeria, and China. This widespread use of English stems from a combination of historical, political, economic, and cultural factors that have enabled it to become the lingua franca of the modern world. This article explores the key reasons behind the global spread of English.

Colonial Expansion and Political Power. One of the primary reasons for the global reach of English is the colonial expansion of the British Empire from the 17th to the 20th century. At its height, the British Empire spanned across Asia, Africa, the Americas, and Oceania. English was introduced as the language of administration, governance, and trade in these colonies, leaving a lasting linguistic legacy even after the colonies gained independence. As Phillipson notes, “the expansion of the British Empire led to the initial widespread distribution of English, especially in regions like South Asia, Sub-Saharan Africa, and the Caribbean” [Phillipson, 1992, p. 57].

Economic Influence of English-Speaking Nations. The rise of the United States as an economic superpower in the 20th century further cemented English's global dominance. Following World War II, the United States emerged as a leader in commerce, technology, and culture, making English the language of global business, diplomacy, and technology. Companies like Microsoft, Google, and Apple, which revolutionized communication and technology, originated from English-speaking countries, reinforcing the use of English worldwide. As Crystal explains, “economic power, especially that of the United States, has been a significant driving force behind the spread of English in the modern era” [Crystal, 2003, p. 47].

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Globalization and the Internet. The advent of globalization has further amplified the importance of English. With the rise of global trade, multinational companies, and international cooperation, English has become the default language for communication across borders. Additionally, the internet, which was largely developed in English-speaking countries, has expanded English's influence. Today, an estimated 60% of websites are in English, making it a key language for accessing information online [Statista, 2023].

Education and Science. English is also the dominant language of science, technology, and academia. Leading scientific journals, research publications, and higher education institutions use English as the primary language. This has led to a growing number of non-English-speaking countries adopting English as a medium of instruction in universities, particularly in fields like engineering, medicine, and business. According to Ammon, "the language of science has increasingly shifted to English, with over 90% of published research papers in natural sciences written in English" [Ammon, 2012, p. 143].

Cultural Influence. The influence of English-language media, including Hollywood films, pop music, and TV shows, has contributed to English becoming a cultural force around the world. American and British entertainment industries have a global audience, spreading not just the language but also English-speaking cultural norms and values. Graddol highlights that "cultural imperialism through media has played a significant role in maintaining the global status of English" [Graddol, 1997, p. 82].

English's status as a global language is the result of centuries of historical events, economic shifts, and cultural trends. From the expansion of the British Empire to the economic power of the United States and the impact of globalization, English has solidified its place as the language of international communication, science, and popular culture. As the world becomes more interconnected, the prominence of English is likely to continue, making it an indispensable tool for global interaction.

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THE IMPORTANCE OF BODY LANGUAGE IN COMMUNICATION

S. Egamqulov¹, O. Sattorov²

Abstract:

Body language plays a pivotal role in human communication, often conveying emotions, intentions, and messages more effectively than verbal communication alone. This article explores the significance of body language in various contexts, highlighting its impact on interpersonal relationships, cross-cultural communication, and professional settings. Through an analysis of key studies, we demonstrate how understanding and utilizing body language can enhance communication skills, increase emotional intelligence, and foster more effective interactions. By recognizing the nuances of non-verbal cues, individuals can improve their ability to connect with others and navigate complex social environments.

Key words: body language, communication, non-verbal cues, emotional intelligence, interpersonal relationships, cross-cultural communication.

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Communication is a fundamental aspect of human interaction, shaping relationships, influencing decisions, and facilitating understanding across different social contexts. While spoken and written words are often emphasized, non-verbal communication—particularly body language—plays an equally, if not more, important role in the transmission of messages. According to Mehrabian's communication model, 55% of communication is delivered through non-verbal means, including gestures, facial expressions, and posture [Mehrabian, *Silent Messages*, 1972, p. 43]. This article examines the importance of body language in communication by analyzing its function in various contexts, including personal interactions, professional environments, and cross-cultural exchanges. By exploring these dimensions, we aim to demonstrate how understanding and effectively employing body language can improve communication outcomes.

The Role of Body Language in Personal Relationships. Body language is a key component of communication in personal relationships, where it can express emotions that words often fail to convey. Facial expressions, eye contact, and gestures provide valuable insights into a person's emotional state. For instance, a study by Ekman and Friesen [Ekman, Friesen, *The Human Face*, 1975, p. 112] found that micro-expressions reveal underlying emotions, even when individuals attempt to mask their feelings.

Non-verbal communication also plays a role in building trust and empathy. Research suggests that maintaining open body posture and mirroring others' gestures can create rapport and foster trust in interpersonal interactions [Pease, 2004, p. 67]. The ability to accurately interpret these cues enhances emotional intelligence, allowing individuals to respond more empathetically in social situations.

Body Language in Professional Settings. In professional settings, effective communication is essential for teamwork, leadership, and negotiations. Non-verbal signals such as posture, handshakes, and eye contact are often used to convey confidence, authority, and attentiveness. Research by Goman (Goman, *The Nonverbal Advantage*, 2008, p. 76)

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indicates that leaders who are adept at reading and using body language can inspire trust and motivate their teams. Furthermore, during negotiations, non-verbal cues can signal agreement, hesitation, or resistance. A study on negotiation tactics [Knapp, 2013, p. 214] shows that subtle gestures, such as leaning forward, nodding, or crossing arms, provide valuable information about a counterpart's stance, influencing the negotiation's direction.

Body Language in Cross-Cultural Communication. Cross-cultural communication presents unique challenges, as different cultures interpret body language in distinct ways. For example, in some cultures, direct eye contact signifies confidence, while in others, it may be seen as disrespectful. Research by Hall [Hall, 1976, p. 79] emphasizes the importance of cultural awareness in interpreting non-verbal cues, noting that misunderstandings in body language can lead to miscommunication in international settings. Understanding cultural differences in non-verbal communication is essential for avoiding misinterpretations and fostering mutual respect. For instance, in East Asian cultures, a bow signifies respect, while in Western cultures, a firm handshake is the norm for professional greetings.

Body language is a critical aspect of communication, enhancing the understanding of spoken messages and revealing emotional subtleties that words may obscure. By recognizing and interpreting non-verbal cues, individuals can improve their interpersonal skills, navigate professional relationships more effectively, and communicate across cultural boundaries with greater sensitivity. As we continue to operate in an increasingly globalized world, mastering the art of body language will be indispensable for successful communication.

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THE IMPACT OF ARTIFICIAL INTELLIGENCE ON PERSONALIZED LEARNING IN LANGUAGE EDUCATION

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Abstract:

The rise of social media platforms has dramatically transformed the way people communicate. As digital spaces evolve, so do language patterns, influencing everyday communication both online and offline. This article explores how social media platforms like Twitter, Facebook, and Instagram have contributed to language simplification, the spread of internet slang, and the emergence of new communication norms. It highlights both the positive and negative effects of social media on linguistic diversity, creativity, and the structure of communication, analyzing how these changes impact broader cultural interactions and discourse.

Key words: social media, language evolution, internet slang, communication norms, linguistic diversity, digital communication.

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Language is a dynamic entity that evolves over time, adapting to new cultural, technological, and societal shifts. In recent years, the proliferation of social media platforms has played a significant role in this evolution. The use of social media has accelerated changes in everyday language, making it more adaptive, concise, and driven by trends [Herring, 2004, p. 197]. Twitter, Facebook, Instagram, TikTok, and other platforms have transformed how people express themselves, changing the structure, meaning, and context of communication.

One of the most noticeable impacts of social media on everyday language is the rise of internet slang and abbreviations. Phrases like "LOL" (laugh out loud), "BRB" (be right back), and "FOMO" (fear of missing out) have become mainstream, even making their way into formal communication [Agar, 2011, p. 55]. Social media users often shorten words to fit character limits, especially on platforms like Twitter, which originally imposed a 140-character limit. This trend has pushed users to find more concise ways to convey meaning, thus shaping a language style that is fast, flexible, and efficient [Baker, 2014, p. 78].

New words and phrases coined online can quickly become part of the collective vernacular. Terms like "selfie," "hashtag," "viral," and "influencer" were born from social media culture and are now common in everyday conversation [García, 2018, p. 102]. The speed at which these new words are adopted reflects the rapid communication flows enabled by digital platforms.

Beyond text-based communication, social media has also popularized the use of emojis and gifs, changing how non-verbal cues are transmitted in written form. Emojis, small pictorial symbols, allow users to express emotions, tone, and reactions in ways that text alone may not fully capture [Walther et al., 2011, p. 1175]. For example, a simple thumbs-up emoji can quickly convey approval, while a crying-laughing face can indicate humor. The integration of these visual elements has further simplified language, allowing for complex emotions or ideas to be represented with a single image. In a way, emojis have become a

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universal language, enabling communication across linguistic barriers [Dresner & Herring, 2010, p. 224]. However, the heavy reliance on these symbols also raises questions about the potential oversimplification of nuanced communication and whether it diminishes critical thinking in language use.

Social media's fast-paced nature has also given rise to increasingly informal grammar and syntax. Sentences are often left incomplete, punctuation is omitted, and capitalization rules are ignored [Thurlow, 2003, p. 285]. For example, users may type in all lowercase letters or forgo punctuation marks, giving the impression of casualness or urgency. This stylistic shift has made digital communication less formal and more spontaneous. While the reduction of grammatical structure in social media communication can make interactions feel more personal and immediate, it also raises concerns about how these trends may influence writing skills in formal contexts. Studies suggest that the informal writing styles popularized on social media can spill over into academic and professional writing, where proper grammar and punctuation are traditionally required [Drennan, 2012, p. 61].

Social media platforms have created global networks where individuals from diverse linguistic and cultural backgrounds interact. As a result, languages are becoming more intertwined, with words and phrases from different cultures often blending into each other. English, as the dominant language of the internet, heavily influences global social media interactions [Crystal, 2001, p. 23]. For instance, many non-English speakers incorporate English terms into their everyday language, especially in digital contexts, leading to the phenomenon of code-switching [Poplack, 1980, p. 585].

At the same time, social media facilitates the spread of cultural trends that impact language. Memes, viral videos, and challenges often carry distinct phrases or catchwords that quickly gain traction worldwide. These cultural phenomena frequently transcend their original language boundaries and are adapted into new linguistic and cultural contexts [Shifman, 2014, p. 50].

While social media promotes linguistic creativity, it can also lead to the homogenization of language. The dominance of English on global platforms and the viral spread of specific internet slang have caused concerns about the erosion of linguistic diversity [Pennycook, 2017, p. 134]. As younger generations increasingly adopt social media jargon, traditional and regional dialects may lose their prominence.

Furthermore, the brevity required in social media communication can result in the loss of depth and richness in language. Complex ideas or nuanced conversations are often reduced to sound bites or trending hashtags, limiting the potential for detailed discussions [Wright, 2019, p. 34].

The impact of social media on everyday language is multifaceted. On one hand, it has encouraged linguistic creativity, fostered global communication, and introduced new forms of expression. On the other hand, it risks simplifying language, promoting informal grammar, and contributing to the decline of linguistic diversity. As social media continues to shape how we communicate, it is essential to recognize both the benefits and the challenges it presents for the future of language evolution. The digital landscape will likely continue to push language toward greater efficiency and innovation, but it is crucial to maintain a balance that preserves the richness and complexity of communication.

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DIGITAL LITERACY IN LANGUAGE EDUCATION: PREPARING ESL STUDENTS FOR THE DIGITAL WORLD

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Abstract:

As technology rapidly transforms communication and work environments, digital literacy has become a crucial skill for students worldwide. For English as a Second Language (ESL) learners, digital literacy not only enhances language acquisition but also prepares them for effective participation in a globalized, digital society. This article explores the importance of integrating digital literacy into ESL education, focusing on specific digital competencies that are essential for students. By examining effective instructional strategies, tools, and resources, this paper aims to provide educators with actionable insights into fostering digital literacy among ESL learners.

Key words: digital literacy, ESL education, language learning, technology in education, 21st-century skills, digital skills, language acquisition.

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In an increasingly digital world, proficiency in digital skills is as fundamental as traditional literacy. ESL (English as a Second Language) learners, who often rely on English to access resources and engage in digital environments, require digital literacy to thrive both academically and professionally. Digital literacy encompasses a range of competencies, from navigating online platforms and assessing credible information to practicing digital etiquette and safety [Ng, 2012]. Integrating these skills into ESL education can empower learners, making them more adaptable, informed, and confident in various digital contexts. This article outlines the significance of digital literacy in language education and offers strategies to support its development among ESL students.

Digital literacy refers to the ability to use digital tools responsibly and effectively to locate, evaluate, create, and communicate information [Eshet-Alkalai, 2004]. For ESL learners, digital literacy has an added dimension: navigating language barriers while interpreting and creating content in English. It involves mastering not only basic technological skills but also digital communication in a language that may not be their first [Warschauer, 2006]. Key areas of digital literacy in ESL contexts include:

- Information Literacy: Ability to search, evaluate, and utilize digital information critically [Bawden, 2008].
- Communication and Collaboration: Engaging in effective online communication, respecting cultural and linguistic diversity [Godwin-Jones, 2011].
- Content Creation: Creating digital content that communicates ideas clearly and appropriately for the intended audience [Jenkins et al., 2006].
- Digital Citizenship: Understanding and practicing safe, ethical, and respectful behavior online [Ribble, 2015].

Digital tools offer a wealth of resources and opportunities for language practice and acquisition. Online platforms, interactive applications, and collaborative tools provide

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authentic language exposure and interaction that improve language skills (Chapelle & Jamieson, 2008). For instance, ESL students can practice reading and writing by engaging with social media posts, blogs, or discussion forums, while listening and speaking skills can be enhanced through virtual meetings and language exchange platforms [Thorne & Payne, 2005]. Digital literacy also aids in critical thinking and learning autonomy. As students interact with diverse forms of digital content, they become more adept at distinguishing credible sources, organizing information, and making informed judgments – all of which reinforce language comprehension and analytical skills [Godwin-Jones, 2011].

Strategies for Integrating Digital Literacy into ESL Education

To effectively integrate digital literacy into ESL education, educators should employ various strategies tailored to language learning. Some effective methods include:

- **Incorporating Digital Tools in Lessons:** Teachers can use tools like Google Workspace, Duolingo, or educational blogs for collaborative projects and assignments, which enhance students' technological and language skills [Benson, 2011].

- **Promoting Online Research and Analysis:** Students can conduct research using online resources, practicing information literacy and language skills simultaneously. Educators should guide students in evaluating sources for credibility and relevance [Livingstone, 2004].

- **Using Digital Communication for Language Practice:** By encouraging students to communicate in English on forums or social media platforms, teachers foster real-world language skills and introduce them to different communication styles and etiquettes [Kern, 2006].

- **Encouraging Content Creation:** Assignments that involve blogging, video creation, or digital storytelling allow students to express themselves creatively in English while practicing composition and digital skills [Lankshear & Knobel, 2008].

Consider an ESL lesson focused on information literacy: The teacher assigns a research task on an assigned topic, asking students to find reliable information online, critically assess sources, and present their findings. Through this task, students learn to distinguish credible sources, interpret information accurately, and present their insights in English—enhancing their language and digital literacy simultaneously [Buckingham, 2007].

Another example is a blogging assignment where students create blog posts about topics of personal interest. This exercise allows them to practice structuring arguments, organizing thoughts, and using persuasive language in English. Additionally, they become familiar with the process of digital content creation, including formatting and posting content responsibly online [Greenhow, 2011].

Integrating digital literacy into ESL education is essential in today's digitally-driven society. By preparing students with the skills to navigate digital environments in English, educators empower them to engage in global communication and access broader academic and professional opportunities. The fusion of language learning and digital skills supports students' development as informed, capable digital citizens, enhancing their adaptability in the modern world. Moving forward, language education programs should prioritize digital literacy as a core component, ensuring that ESL students are equipped for success in an interconnected world.

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THE ROLE OF SOCIAL MEDIA IN LANGUAGE LEARNING: OPPORTUNITIES AND CHALLENGES

A. Mehriddinov¹, O. Sattorov²

Abstract:

Social media has become an influential tool in language learning, offering platforms like Instagram, YouTube, and TikTok as informal channels for language practice. These platforms provide unique opportunities for learners to engage with native speakers, access authentic content, and participate in real-world language usage. However, the informal nature of social media can also pose challenges, such as exposure to non-standard language use and lack of structured learning paths. This article explores the potential benefits and drawbacks of using social media for language learning, examining how these platforms are reshaping the way learners approach language acquisition.

Key words: Social media, language learning, informal learning, Instagram, YouTube, TikTok, ESL, language acquisition, digital learning.

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The rise of social media has transformed not only how people communicate but also how they learn languages. Platforms like Instagram, YouTube, and TikTok allow users to interact with authentic language content daily, engage with native speakers, and immerse themselves in real-world language contexts. Social media as an informal learning tool appeals to ESL (English as a Second Language) learners due to its accessibility, variety, and engaging nature. However, while social media offers language learners unique opportunities, it also presents certain limitations that traditional learning environments aim to address. This article analyzes the opportunities and challenges of using social media for language practice, highlighting how it contributes to language acquisition and areas where it falls short.

Opportunities for Language Learning Through Social Media. Social media offers language learners various benefits, particularly in promoting informal learning that supplements formal instruction. Key opportunities include:

Authentic Language Exposure: Social media platforms provide access to real-life language use, exposing learners to idioms, slang, and cultural references that textbooks may not cover. This exposure to authentic language can help learners better understand nuances in language use and pronunciation (Blattner & Fiori, 2009).

Engagement with Native Speakers: Platforms like Instagram and TikTok facilitate interaction with native speakers, allowing learners to practice conversational skills in real-time. Many language learners use social media to comment, share, and respond to native speaker content, making it an engaging way to develop language skills naturally (Godwin-Jones, 2011).

Variety of Content Types: YouTube offers diverse content, from educational videos to vlogs, providing learners with a range of contexts to practice listening and comprehension skills. TikTok and Instagram also offer short-form content that can make learning digestible and less overwhelming for beginners (Kessler, 2018).

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Motivation and Community: Social media platforms create communities of learners who share tips, resources, and motivation. Language learning influencers and groups can inspire students to continue practicing and improve their skills regularly (Sundqvist & Sylvén, 2016).

Challenges of Using Social Media for Language Learning. While social media offers informal opportunities, it is not without its challenges:

Lack of Structure and Formality: Social media lacks the structure that traditional learning environments provide, which can result in inconsistent learning. Without a guided curriculum, learners may miss foundational language skills or overlook important grammar rules (Lamy & Zourou, 2013).

Exposure to Non-Standard Language: Informal platforms often include slang, abbreviations, and regional dialects, which can be confusing for beginners or those aiming for academic proficiency. Learning through social media may lead to misunderstandings if learners are not cautious in distinguishing between formal and informal language use (Vásquez & Marquillano, 2017).

Potential Distractions: Social media is designed to capture attention, and its entertainment aspect may become a distraction for learners. Language learners may spend more time passively scrolling through unrelated content rather than actively engaging in language practice (Lee, 2014).

Limited Feedback and Accountability: Unlike classroom settings, social media lacks structured feedback and progress monitoring. Learners may not receive guidance on their mistakes or have a way to measure their improvement, limiting their language proficiency growth (Meskill & Anthony, 2015).

Consider how YouTube is used as a language learning resource. Language teachers and native speakers create videos tailored to different proficiency levels, covering pronunciation, grammar, and vocabulary. Learners can access free lessons and rewatch them as needed, which promotes learning at one's own pace. For example, English learners can watch videos from channels like "BBC Learning English," where they can find a structured series of lessons. This format makes language learning accessible but requires self-discipline as there is no accountability to ensure students follow through (Kessler, 2018).

On Instagram, learners can engage with native speakers through posts, Stories, and comments. For example, an ESL learner can follow an English-speaking influencer and comment on posts, practicing casual English and receiving feedback from others in the community. However, because the language on Instagram tends to be informal, learners may encounter slang or regional idioms that are unfamiliar or confusing (Blattner & Fiori, 2009).

On TikTok, language educators and influencers use short videos to teach quick vocabulary lessons or pronunciation tips. Due to the platform's short-form content, learners can digest small pieces of information quickly. However, TikTok's emphasis on brevity may limit the depth of language instruction, making it challenging for learners to gain a comprehensive understanding of complex language rules (Sundqvist & Sylvén, 2016).

Social media platforms like Instagram, YouTube, and TikTok offer ESL learners a unique and informal way to practice and engage with English. While these platforms expose learners to authentic language and create a supportive community, they also come with limitations such as lack of structure and potential distractions. For ESL learners and teachers, the key lies in finding a balance between formal and informal learning, using social media as a supplemental tool that enhances traditional language education. Moving forward, language educators could explore ways to incorporate social media responsibly into the curriculum, maximizing its potential to support language acquisition while minimizing its drawbacks.

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LANGUAGE ANXIETY AND ITS IMPACT ON SPEAKING PROFICIENCY: STRATEGIES FOR ESL TEACHERS

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Abstract:

Language anxiety significantly influences students' performance, particularly in speaking activities, impacting their confidence and ability to communicate effectively. This article examines the causes and effects of language anxiety on speaking proficiency among ESL learners and suggests strategies that teachers can employ to minimize anxiety in the classroom. By fostering a supportive and low-stress environment, teachers can help students overcome language barriers and improve their speaking skills, ultimately leading to better language acquisition outcomes.

Key words: Language Anxiety, Speaking Proficiency, ESL, Teaching Strategies, Low-Stress Environment.

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Language anxiety, a prevalent issue in second language acquisition, is a form of performance anxiety uniquely associated with language learning contexts. For ESL (English as a Second Language) students, speaking in a foreign language can be daunting, particularly when learners feel judged or fear making mistakes. This anxiety can be overwhelming, leading to decreased engagement and performance in speaking tasks [Horwitz et al., 1986, p. 126]. The impact of language anxiety on speaking proficiency can be understood through examining its psychological, linguistic, and pedagogical dimensions. Teachers play a crucial role in moderating the impact of language anxiety on students by creating a supportive environment that encourages risk-taking and promotes positive attitudes toward language learning. This article will explore the origins and effects of language anxiety, specifically on speaking proficiency, and suggest empirically supported strategies ESL teachers can use to create low-stress learning environments.

The Impact of Language Anxiety on Speaking Proficiency. Language anxiety often manifests in the form of nervousness, worry, or even avoidance of speaking activities, significantly impacting speaking performance. Sources of language anxiety include fear of negative evaluation, self-perceived lack of proficiency, and lack of confidence in one's language abilities. According to MacIntyre and Gardner [1994, p. 286], anxiety can affect cognitive processing, leading to difficulties in organizing thoughts and retrieving vocabulary, which are essential for fluent speaking.

Effects of Language Anxiety on Speaking Abilities:

1. **Reduced Fluency and Vocabulary Use:** Language anxiety can cause students to avoid using complex vocabulary or complete sentences, relying instead on shorter responses to minimize potential errors [Young, 1991, p. 427]. This reduction in expressive range limits their ability to communicate effectively, stalling language progress.
2. **Impaired Pronunciation and Increased Grammar Errors:** Stress and tension impact pronunciation and grammatical accuracy, as students may rush through sentences or

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speak in a quieter tone to avoid speaking for too long. Zheng [2008, p. 4] argues that students with high levels of anxiety often exhibit hesitation and frequent pauses, leading to poorer pronunciation.

3. Lowered Confidence and Increased Avoidance: Repeated anxious experiences in speaking tasks lower students' confidence, creating a negative feedback loop. This anxiety discourages students from actively participating in class discussions or speaking tasks, which further limits their language practice opportunities [Horwitz et al., 1986, p. 128].

4. Diminished Cognitive Processing: Language anxiety can affect the cognitive load of students, making it harder for them to process and retrieve information during speaking tasks. MacIntyre and Gardner [1994, p. 288] found that anxiety interferes with working memory, which is critical for real-time language processing.

Strategies for Reducing Language Anxiety in the Classroom.

1. Create a Positive Classroom Environment: A welcoming atmosphere where students feel safe to make mistakes can drastically reduce language anxiety [Young, 1991, p. 428]. Teachers can focus on encouragement and participation rather than perfect accuracy. Simple strategies, such as rewarding attempts rather than outcomes, can help students feel more confident and less apprehensive about speaking.

2. Use Group Activities and Role-Playing Exercises: Encouraging small group activities and role-play helps create a less formal setting for practicing speaking skills. Working in pairs or small groups reduces the pressure of speaking in front of the entire class, enabling students to practice without fear of judgment [Horwitz et al., 1986, p. 129].

3. Gradual Exposure and Scaffolded Speaking Tasks: Gradual exposure to increasingly complex speaking tasks, or scaffolding, can build students' confidence over time. For instance, students might start by describing everyday activities before moving on to more challenging topics. This progressive approach allows them to build their language skills step by step without overwhelming anxiety [Young, 1991, p. 429].

4. Mindfulness and Relaxation Techniques: Integrating mindfulness techniques, such as deep breathing or visualization, can help students manage their anxiety before speaking tasks. According to Zheng [2008, p. 5], relaxation exercises before oral activities can help lower anxiety levels and lead to improved performance.

5. Provide Positive Reinforcement and Constructive Feedback: Offering specific feedback that highlights areas of improvement while also recognizing progress can help build confidence. Positive reinforcement not only motivates students to keep trying but also shifts their focus from avoiding errors to embracing growth, leading to greater participation and language development [MacIntyre & Gardner, 1994, p. 290].

Conclusion. Language anxiety remains a significant barrier to achieving proficiency in spoken language among ESL learners. Anxiety impacts their confidence, willingness to engage, and ability to utilize their full language repertoire during speaking tasks. However, through targeted strategies like creating a positive classroom atmosphere, incorporating group work, scaffolding speaking tasks, and using relaxation techniques, teachers can create a supportive and low-stress environment that reduces anxiety. These strategies enable students to overcome their language-related fears, building confidence in their speaking abilities and contributing to long-term language acquisition success.

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THE IMPACT OF ARTIFICIAL INTELLIGENCE ON PERSONALIZED LEARNING IN LANGUAGE EDUCATION

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Abstract:

Artificial Intelligence (AI) is revolutionizing language education by offering personalized, adaptive learning experiences that cater to the unique needs of each student. This article explores how AI-driven tools and platforms are enhancing personalized learning in language education, with a focus on customized feedback, adaptive assessments, and individual learning paths. By providing tailored learning experiences, AI technology enables students to progress at their own pace and receive instruction suited to their proficiency level, fostering greater engagement and retention in language acquisition.

Key words: Language Anxiety, Speaking Proficiency, ESL, Teaching Strategies, Low-Stress Environment.

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AI technology in language education operates primarily through advanced algorithms and machine learning models that analyze vast amounts of student data. These technologies observe and assess how students interact with learning materials, predict specific learning needs, and respond by delivering personalized content. Unlike traditional learning environments, which often follow a set curriculum for all students, AI-powered language platforms can adjust lessons and resources to match each user's proficiency, learning speed, and unique challenges. This capability makes AI a valuable asset in language education, as it allows for continuous tracking and adaptation based on real-time data [Peters, 2020, pp. 120-122].

Many well-known platforms such as Duolingo and Babbel have integrated AI to enhance the language learning experience. These platforms use machine learning to not only guide students through lessons at their own pace but also tailor exercises based on a student's strengths, weaknesses, and goals. This makes language acquisition more efficient and engaging, as students are constantly being challenged at their level and motivated by reachable targets [Duolingo, 2023]. Furthermore, AI-powered platforms can scale learning to cater to millions of students globally, something previously only feasible in a one-on-one teaching environment [Kumar & Jones, 2021, pp. 63-65].

Customized Feedback. One of the most transformative aspects of AI in language education is its ability to provide immediate, customized feedback. This feedback is not only tailored to each learner but also covers various language skills, including pronunciation, grammar, and syntax. Technologies such as Natural Language Processing (NLP) and voice recognition enable platforms to evaluate spoken language and provide precise feedback on aspects like pronunciation and intonation. For instance, a learner might receive specific tips on how to adjust tongue placement for better pronunciation or how to correct common grammatical errors [Babbel, 2022].

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In a traditional classroom, real-time, personalized feedback can be difficult to provide, especially in larger groups. AI, however, can provide feedback instantly, without needing a teacher's intervention. This immediacy helps students make corrections as they learn, leading to faster improvement and fewer persistent mistakes. With this approach, learners gain more control over their learning process, as they can immediately apply corrections and track their progress over time. AI-based feedback mechanisms also adapt as the learner progresses, focusing on more complex language nuances and refining skills continuously [Zhang & Liu, 2019, pp. 46-48].

Adaptive Assessments. AI's role in adaptive assessments is another significant innovation in personalized language learning. Traditional assessments are static, often failing to gauge the true proficiency level of a student. AI-driven assessments, on the other hand, are dynamic, meaning they adjust in real-time based on the student's responses. For instance, if a student consistently answers questions correctly, the assessment will progressively increase in difficulty. Conversely, if a student struggles, the AI will adjust to provide questions that reinforce foundational skills, thereby filling in knowledge gaps before advancing to more complex topics [Peters, 2020, pp. 124-125].

This kind of adaptive testing ensures that students are neither overwhelmed nor under-challenged, creating an optimal learning environment. Adaptive assessments also reduce frustration by minimizing the chances of students facing questions beyond their current capabilities. For example, if a learner shows difficulty with vocabulary, the system will present exercises focused on vocabulary acquisition rather than jumping to advanced sentence structure. This adaptability fosters a supportive environment, allowing students to advance at their own pace while maintaining confidence and motivation [Kumar & Jones, 2021, p. 67].

Personalized Learning Paths. AI-powered systems can create personalized learning paths by analyzing data from a student's interactions with the learning platform. This process goes beyond generic customization, as it examines a student's specific strengths, weaknesses, goals, and even their preferred learning style. For example, an AI algorithm might detect that a learner is particularly strong in reading comprehension but struggles with conversational skills. The platform could then adjust by focusing more on speaking exercises while maintaining reading exercises at an appropriate level [Zhang & Liu, 2019, p. 47].

Personalized learning paths also allow AI systems to support specific learning objectives. For instance, if a student needs to master business-related vocabulary, the AI system can prioritize lessons with industry-specific terminology. As learners continue to progress, these paths are continuously adjusted based on new data, ensuring that the curriculum remains relevant and effective. By catering to individual learning needs and goals, personalized learning paths help maintain a student's motivation and engagement, making language acquisition both achievable and enjoyable [Duolingo, 2023].

One of the most popular AI language learning platforms, Duolingo, illustrates the power of AI in providing a personalized learning experience. Duolingo uses machine learning algorithms to analyze user performance across its various modules. This enables the platform to identify specific areas where each user may need more practice, such as verb conjugations or vocabulary retention. For instance, if a learner struggles with verb conjugation, Duolingo's AI system will increase the frequency of conjugation exercises until the learner shows improvement [Duolingo, 2023, pp. 2-3].

Additionally, Duolingo's voice-recognition technology provides instantaneous feedback on pronunciation, allowing learners to correct errors immediately. This kind of feedback is especially beneficial in language learning, where accurate pronunciation is critical. The AI identifies mistakes in real-time, giving students tips on how to improve their pronunciation for each word or phrase. By making corrections at the moment of learning, Duolingo reinforces accurate pronunciation habits, which ultimately helps students speak more confidently and fluently [Babbel, 2022].

Duolingo's algorithms are also designed to periodically review content that users have previously mastered. This ensures that learned vocabulary and grammar structures are retained, as spaced repetition is integrated into the learning process. For instance, a student who excelled at basic greetings may find these topics reviewed less frequently than areas in which they struggle, maximizing efficiency in the learning process [Kumar & Jones, 2021, p. 65].

Conclusion. AI is reshaping language education by making learning more accessible, engaging, and tailored to individual needs. Through customized feedback, adaptive assessments, and personalized learning paths, AI enables a more efficient, enjoyable language acquisition experience. As AI technology advances, its role in language education will likely expand, potentially introducing new methods of personalization and interaction that further support learners. The integration of AI in personalized language learning promises to not only enhance individual achievement but also to transform the way languages are taught and learned globally [Peters, 2020, p. 127].

The future of AI in education is one of boundless potential, with the capacity to create highly individualized experiences that empower learners of all backgrounds to achieve fluency and proficiency at their own pace [Zhang & Liu, 2019, p. 48].

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