



TILNI O'QITISH, O'RGANISH VA BAHOLASHDAGI INNOVATSIYALAR

**XALQARO ILMIY-AMALIY KONFERENSIYA
MATERIALLARI**

INNOVATIONS IN LANGUAGE TEACHING, LEARNING AND ASSESSMENT

**PROCEEDINGS
OF INTERNATIONAL SCIENTIFIC-PRACTICAL
CONFERENCE**



SAMARQAND - 2025

**International Scientific and Practical Conference
INNOVATIONS IN LANGUAGE TEACHING, LEARNING AND ASSESSMENT**

April 9-10, 2025, Samarkand, Uzbekistan
Conference Proceedings

**JA Inkwell Publishing House
Arizona, USA**

**“TILNI O‘QITISH, O‘RGANISH VA BAHOLASHDAGI INNOVATSIYALAR”
MAVZUSIDAGI XALQARO ILMIY-AMALIY ANJUMAN
MATERIALLARI
2025-yil 9-10 aprel**

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**СБОРНИК МАТЕРИАЛОВ
МЕЖДУНАРОДНОЙ НАУЧНО-ПРАКТИЧЕСКОЙ КОНФЕРЕНЦИИ “ИННОВАЦИИ
В ОБУЧЕНИЯ ЯЗЫКАМ, ИЗУЧЕНИИ И ОЦЕНИВАНИИ”
9-10 апреля 2025 г.**

Samarkand 2024

INTERNATIONAL SCIENTIFIC AND PRACTICAL CONFERENCE INNOVATIONS IN LANGUAGE TEACHING, LEARNING AND ASSESSMENT

Innovations in Language Teaching, Learning and Assessment. Conference Proceedings. JA Inkwell Publishing, April 9-10, 2025, Samarkand, Uzbekistan.

Uzb: “*Tilni o‘qitish, o‘rganish va baholashdagi innovatsiyalar*” mavzusidagi xalqaro ilmiy-amaliy konferensiya materiallar to‘plami, 2025-yil 9-10 aprel - S.: JA Inkwell Publishing, 2025.

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**INTERNATIONAL SCIENTIFIC AND PRACTICAL CONFERENCE
INNOVATIONS IN LANGUAGE TEACHING, LEARNING AND ASSESSMENT**

ANJUMAN ISHTIROKCHILARIGA QUTLOV

Hurmatli anjuman ishtirokchilari, aziz ustozlar, talabalar va qadrlı mehmonlar!

Prezidentimizning Oliy Majlisga murojaatnomasida ta'lim sohasida boshlagan islohotlarimizni davom ettirishimiz, ta'lim dargohlariga borib, o'qituvchi va murabbiylar bilan ko'proq muloqot qilib, o'quv-tarbiya ishlari sifatini oshirish bo'yicha ular qo'ygan masalalarni birgalikda hal etishimiz kerakligi alohida ta'kidlandi.

Shu munosabat bilan bugun biz Samarqand davlat chet tillar instituti. Ingliz tili fakulteti, Ingliz tili kafedrası tomonidan tashkil qilingan "Innovations in language teaching, learning, and assessment" mavzusidagi xalqaro ilmiy-amaliy anjumanda to'plandik. Bu anjumanning ahamiyati va muhimligi beqiyos, chunki u zamonaviy ta'lim tizimida til o'rgatish, o'qitish, o'rganish va baholashning yangi innovatsion yondashuvlarini tahlil qilish va rivojlantirishga bag'ishlangan.

Bugun, ta'lim sifatini oshirish, xorijiy tillarni o'qitishni rivojlantirish, o'quvchi yoshlarning xorijiy tillarni o'rganish bo'yicha ko'nikma va malakalarini oshirish davlat siyosatining ta'lim sohasidagi ustuvor vazifalardan biriga aylandi.

Oliy ta'lim muassasalari pedagoglarining zimmasiga – xorijiy til o'qituvchilari chet tillarni chuqur o'rganish va o'rgatish vazifalarini, xorijdagi rivojlangan mamlakatlarning ilg'or innovatsion pedagogik tajribalaridan foydalanish va shu asosida xorijiy tilni o'qitishning zamonaviy samarali metodikasini yaratish vazifasi qo'yildi. Xorijiy tillarni o'qitish va o'quvchi yoshlar bilimini baholash borasida zamonaviy kommunikativ kompetensiyaviy metodikalarga asoslangan innovatsion ta'lim dasturlarini ishlab chiqish va ta'lim tizimining barcha bosqichlariga joriy etish vazifasi ham kun tartibidagi muhim vazifalarga aylanmoqda.

Talabalar va professor o'qituvchilarimiz xorijiy tillarini bilish darajasiga, ya'ni xalqaro va milliy kvalifikatsiya sertifikatlari, jumladan, IELTS, CEFR, APTIS, TKT, CELTA, TESOL kabi sertifikatlarni olishga alohida e'tibor qaratishgan va ushbu sertifikatga ega professor-o'qituvchilar, talabalar rag'batlantirilmogda.

Institut va US Embassy bilan o'zaro hamkorlik asosida Samarqand davlat chet tillar institutida English Language FELLOW TEACHER dasturi asosida MS. Jennifer Musser xorijlik mutaxassis bo'lib Ingliz tili va Ingliz tili filologiya fakultetlarida o'z faoliyatini olib bormogda.

Fakultet professor-o'qituvchilari oliy ta'lim tizimida xorijiy tillar o'qitish uzviyligini ta'minlash, ta'limning barcha yo'nalishlari uchun o'quv adabiyot va darsliklarning yangi avlodini xorijiy hamkorlar ishtirokida yaratish borasida ilmiy izlanishlar olib bormogda. Shuningdek, professor-o'qituvchilarni xorijiy davlatlarga ilmiy stajirovkalarga va malaka oshirish kurslariga yuborish ustuvor yo'nalishlaridan biri hisoblanib, bu borada jahondagi nufuzli xalqaro universitetlar bilan ishlarimizni hamkorlikda amalga oshirmogdamiz.

Bugungi kunda institutimiz ko'plab chet el mamlakatlari bilan hamkorlik aloqalarini yo'lga qo'rgan. Jumladan, Buyuk Britaniyaning Norvich universiteti, Postmud universiteti, Malaziya universitetlari, Fransiya va Turkiyaning bir necha universitetlari, Rossiya Federatsiyasining Moskva, Tula, Altay universitetlari, Qozog'iston Respublikasining shuningdek, mahalliy institutlarimiz Zarmed Universiteti, Nukus Pedagogika institutlari va qator boshqa universitetlar, ko'plab oliy ta'lim muassasalari bilan hamkorlik shartnomalari imzolangan.

Har bir ta'limga daxldor inson Prezidentimizning ushbu gaplariga rioya qilib "Najot – ta'limda, najot – tarbiyada, najot- bilim va tarbiya tufayli erishiladi" kabi fikrini hamma vaqt yodimizda tutishimiz ham qarz, ham farz demakdir.

E'tiboringiz uchun rahmat!

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f.f.n., dotsent
B.Xolikov

**TIL O‘RGANISHDA INNOVATSION YONDASHUVLAR
VA O‘ZLASHTIRISH USULLARI**

**INNOVATIVE APPROACHES AND METHODS OF
ACQUIRING KNOWLEDGE IN LANGUAGE LEARNING**

**ИННОВАЦИОННЫЕ МЕТОДЫ И ПОДХОДЫ
УСВОЕНИЯ ЗНАНИЙ В ИЗУЧЕНИИ ЯЗЫКА**

SECTION I

INNOVATIVE APPROACHES AND METHODS OF ACQUIRING KNOWLEDGE IN LANGUAGE LEARNING

TIL O'RGANISHGA INNOVATSION YONDASHUV JARAYONIDA FALSAFIY TAFAKKURNING O'RNI

O. G'aybullayev ¹*Annotatsiya:*

Maqolada XXI asrda globallashuv jarayonlari, axborot texnologiyalarining rivojlanishi va madaniy aloqalarning kuchayishi til o'rganishga bo'lgan talabni oshirayotgani haqida fikr yuritiladi. Muallif til o'rganish jarayonida falsafiy tafakkurning o'rnini ochib beradi hamda innovatsion yondashuvlar orqali yoshlarning til ko'nikmalarini oshirish, interfaol usullarni ta'limga tatbiq etish zarurligini asoslaydi. Shuningdek, maqolada milliy tillarni saqlab qolish, ularning global raqobatga bardoshli bo'lishi uchun davlat siyosatida amalga oshirilayotgan islohotlar, turkiy xalqlar o'rtasida umumiy til yaratish g'oyalari, tilning madaniy va muloqotdagi funksional o'rni yoritiladi. Muallif til o'rganishni nafaqat texnik jarayon, balki chuqur falsafiy mushohada negizidagi ijtimoiy hodisa sifatida ko'rib chiqadi.

Kalit so'zlar: til o'rganish, innovatsion yondashuv, falsafiy tafakkur, globallashuv, interfaol ta'lim texnologiyalari, milliy til, til siyosati, axborot texnologiyalari, lingvistik kompetensiya, zamonaviy lug'atlar, til islohotlari, ko'p tillilik, madaniy muloqot, o'zbek tili, turkiy tillar birligi.

XXI asrga kelib insonlarning bir-birlari bilan o'zaro aloqalari jahon tillarining keng masshtabli bo'lishini paydo qildi. Natijada axborot texnologiyalarining rivojlanishi bilan insonlar turli millat va elatlarning madaniyati, san'ati, adabiyoti hamda e'tiqodlarini chuqur o'rganish uchun imkoniyatlar yaratdi. Hayot sur'atlarining yangi bosqichga ko'tarilishi jamiyatda tilga bo'lgan ehtiyojni global tarzda rivojlantirib, milliy tillarning o'rganilishida innovatsiyalar o'zining alohida universal jihatlarini namoyon eta boshladi. Har bir xalqning asrlar davomida erishgan yutuqlari bevosita til orqali aks etishini hisobga oladigan bo'lsak, milliy tillarning ham o'ziga xos o'rganilishidagi oson va qiyin tomonlari borligini inobatga olish zarur. Shundan kelib chiqqan holda bugungi globallashuv texnika va texnologiyaning imkoniyatlaridan samarali foydalanish uchun jamiyatda qator innovatsiyalarni hayotga tatbiq eta boshladi. Bunday zamonaviy qulayliklarni o'sib kelayotgan yosh avlodning o'rganishi, o'zlarining bilim darajalarini boyitib borishlari barcha xalqlar uchun til o'rganishdagi qiyinchiliklarni yengishga yordam beradi. "Globallashuv jarayonlarining ta'sirida milliy tillar boyiydi, zamonaviy terminlar ishlab chiqarishning milliy usullari aniqlana boshlaydi. Bu narsa, ayniqsa, keng yoyilgan voqea: minglab ingliz, rus, o'zbek tili o'qituvchilari o'nlab, hatto yuzlab inglizcha-ruscha-o'zbekcha zamonaviy lug'atlarni ish jarayonida yaratadilar". Keyingi yillarda dunyoning ko'plab tillarini o'rganish uchun chop etilayotgan lug'atlarning negizida xalqimizning milliy tilini dunyoga tanitish, dunyo tillarini biladigan o'zbek yoshlarining sonini kundan-kunga oshirish masalasi jamiyatdagi til islohotlarining asosiy maqsadlaridan biriga aylangan. Yoshlarning turli xorijiy tillarni o'zlashtirishga qiziqishlari negizida chop etilayotgan zamonaviy lug'atlar til ko'nikmalarini shakllantirishga, aholisining bir necha tillarda so'zlashishga imkoniyat yaratadi.

Jamiyatda tilni o'rganish va uning ta'lim tizimidagi rolini kuchaytirish uchun hukumatning qabul qilayotgan til to'g'risidagi qaror va farmonlarining barchasi farovon hayotni barpo etishni ko'zda tutadi. Bugungi kunda ijtimoiy munosabatlarni dunyo tillari bilan bog'lash, xalqning so'zlashishdagi imkoniyatlarni oshirish uchun tilga innovatsion yondashuv muhim falsafiy jarayonga aylandi. Zamonaviy ilm-fan va texnikaning taraqqiy etishi til sohasidagi bilimlarni ham o'ziga xos muomala madaniyatiga ega bo'lgan holda talab eta boshladi. Yoshlarning axborot texnologiyalarini yaxshi egallashlari evaziga bugungi kunda tilni o'rganishga qaratilgan an'anaviy usullardan innovatsion yondashuvga o'tish shakllandi. Har bir xalqning milliy mentalitetiga xos til o'rganish uslublari shakllanishi natijasida jahonda o'zbek tilining o'rganuvchilari auditoriyasi ham kengaya boshladi. Shuningdek, o'zbek yoshlarning dunyo tillarini o'rganishga qiziqishlarining ortishi, avvalo, ingliz tilining jahondagi asosiy ko'pchilik so'zlashadiganligiga e'tibor qaratish ham joiz bo'ldi. Har bir hududda makatabgacha ta'lim tizimidan tortib, maktab va oliy ta'lim tizimida ham bu tilning rolini oshirish va o'rganishda qiziqishlar oshib bormoqda. "Interfaol ta'lim texnologiyalarining ajralib turadigan jihati shundaki, deyarli barcha

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talabalar mashg'ulot jarayonida ishtirok etadi. Shunisi ahamiyatliki, dars jarayonida talabalar o'zaro hamkorlikda faoliyat olib borishadi. Bundan tashqari, muloqot yaxshi amalga oshirilishi bilan birgalikda o'zaro sheriklar bir-birlariga yordam berish muhitini yaratadi va bu nafaqat yangi bilimlarni olish, balki kognitiv faollikni rivojlantirish, uni hamkorlik va hamkorlikning yuqori shakliga olib borish imkonini yaratadi". Bundan ko'rinadiki, dars jarayonlarida innovatsiyalarning qo'llanilishi ta'lim oluvchilar uchun keng imkoniyatlarni yaratibgina qolmasdan, yoshlarning turli kompetensiyalarni egallashlari uchun zamonaviy bilimlarni beradi. Ta'lim jarayonlarining yangicha usulda tashkil etilishi, noan'anaviy tarzda tillarni o'rganish yoshlarda til ko'nikmalarini shakllantirishga xizmat qiladi. Yoshlarda til ko'nikmalarini oshirishda har bir fanning uslubiyatini yaxshi bilish, aholining tilga bo'lgan talab va ehtiyojlarini yaxshi o'rganish zarur. Bu esa, til o'rganishda innovatsiyalarning inson manfaatiga qaratilishini, milliy tillarni ob'ektiv voqelikni o'z qadriyatlarini mustahkamlashga xizmat qilishini ta'minlashga olib keladi.

Globalashuvning kuchayib borishi jahonda tillar o'rtasidagi raqobat muhitini vujudga keltirib, muloqot vositasi sifatida turli tillarning kurashini namoyon etadi. Bunda ayrim tillar o'zining jamiyatdagi o'rnini dunyoda rivojlangan tillarga bushatib berishi evaziga o'zining hayotiyiligini yo'qotadi va o'lik tilga aylanib boradi. Shuning uchun bugun jahon tillariga kirgan ingliz, fransuz, nemis, xitoy, rus tillarining mavqei o'zining umrboqiyli bilan muhim ahamiyatga ega. O'zbek tilining ham bugungi kunda dunyoda qirqinchi o'rinda turishini yaxshi anglagan holda, uning bardavom va umrboqiy bo'lishiga barcha fuqarolar mas'uldirlar.

Tillarni o'rganishga falsafiy yondashuv uning sermazmun va so'z boyligi bilan boyib borishi uchun keng imkoniyatlarni yaratadi. Xalqimizning o'zbek tilini dunyodagi rolini oshirishga qaratilgan islohotlar davlatimiz siyosatida o'z aksini topgan. Bunday falsafiy qarash bugun barcha tillarda so'zlashadigan insonlar uchun ham muhiligi anglash kerak. Chunki tilni bilish bilan bir qatorda uning ichki va tashqi muhitdagi rivojlanish traektoriyalarini falsafiy mushohada negizida anglash, voqelikdagi ahamiyatini uzluksiz bilib borish darkor.

Insoniyatning taraqqiyot darajasi yangi pag'onalarga ko'tarilib borishi natijasida turli tillarda so'zlashadigan mutaxassislarning ko'payishiga olib kela boshladi. Ayniqsa, til orqali milliy o'zlikni anglashga e'tibor qaratish, milliy tillarni muayyan maxrajga keltirish negizida rivojlantirish muhim masalaga aylandi. Bu borada turkiy xalqlarning jahonda o'zlari uchun o'rta turk tilini yaratishga intilishlari ham namoyon bo'lmoqda. Bu esa, turkiy davlatlar o'rtasidagi hamjihatlik, birodarlik, yaqin qo'ni-qo'shnichilik, ahillik singari insoniy fazilatlarni kuchaytiradi. Jamiyatda til imkoniyatlarini kengatirish nafaqat millat uchun, balki muayyan hududiy birlikka ega bo'lgan insonlarning til ko'nikmalarini birlashtirishga olib keladi.

Xulosa qilib aytganda, til o'rganishda innovatsion yondashuv masalasi har bir ertangi farovon hayotni ko'zlagan davlatning yo'lidir. Bu jarayon xalqaro tillarni mukammal biladigan fuqarolarni ko'paytirishga, millatlarning urf-odat va an'alarini boshqa xalqlarga yetkazishiga keng ko'lamda xizmat qiladi. Bu bugungi kunda tilga innovatsion yondashuv kelajakka qaratilgan islohotlar samarasi sifatida ijtimoiy makonda millatlarning taqdirini belgilab beradi.

Foydalanilgan adabiyotlar ro'yxati:

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KEEPING PACE WITH THE TIMES TO ACQUIRE AND MASTER THE ARABIC LANGUAGE

Ahmed Mahmoud Ahmed Mohamed¹**Abstract:**

The research reviews the impact of innovative approaches to language teaching on language proficiency, compared to current methods, focusing on how they can improve learners' language proficiency compared to traditional methods. Such as interactive learning, digital learning, and language immersion, explaining their effective impact in motivating learners and enhancing their participation while learning languages. The research also discusses how methods contribute to addressing the challenges of education in the traditional system, and meeting the needs of the modern learner in light of the rapid development of technology and global openness.

Keywords: Language Learning, Language Competence, Innovative Methods, Interactive Learning, Digital Learning, Language Immersion.

الكلمات المفتاحية

تعلم اللغة، الكفاءة اللغوية، الأساليب المبتكرة، التعليم التفاعلي، التعلم الرقمي، الانغماس اللغوي.

ملخص البحث

يستعرض البحث تأثير الأساليب المبتكرة في تعليم اللغات على الكفاءة اللغوية، مقارنةً بالأساليب المتبعة حالياً، مع التركيز على مدى قدرتها في تحسين الكفاءة اللغوية للمتعلمين بالمقارنة مع الأساليب التقليدية. مثل التعلم التفاعلي، والتعلم الرقمي، والانغماس اللغوي، موضحاً تأثيرها الفعال في تحفيز المتعلمين وتعزيز مشاركتهم أثناء تعلم اللغات. كما يناقش البحث كيفية مساهمة الأساليب في معالجة تحديات التعليم بالنظام التقليدي، وتلبية احتياجات المتعلم الحديثة في ظل التطور السريع للتكنولوجيا.. والانفتاح العالمي.

المقدمة:

تعد اللغة أهم أداة يمتلكها الإنسان للتعبير عن نفسه والتواصل مع المحيطين به، فهي الوسيلة التي من خلالها ينقل أفكاره، ويعبر عن مشاعره، وينشئ علاقاته مع الآخرين. فمنذ فجر التاريخ، شكل موضوع تعلم اللغات وإتقانها موضوع أساسيا شغل اهتمام العلماء والمعلمين والباحثين، وإدراكا لما للغة من تأثير في تشكيل الوعي الفردي والجماعي، وفي بناء جسور الثقافات والاتصال بين البشر بعضهم البعض منذ القدم وحتى الآن، ظهرت الحاجة إلى تعلم لغات الشعوب الأخرى الملاصقة لبعضها البعض، ليس فقط كوسيلة للتخاطب فحسب، بل مدخل رئيسي للتزود بالمعرفة وكذلك وسيلة من وسائل الانفتاح على الآخرين. وقد استندت الطرق التقليدية في تعليم اللغات على مدي عقود طويلة إلى الحفظ والتلقين والتركيز على القواعد فقط، إلا أن التطور التكنولوجي الحديث، وتسارع إيقاع الحياة، وظهور الكثير من وسائل الاتصال الرقمية، فرضت واقعا جديدا جعل هذه الأساليب أقل فائدة وغير قادرة على تلبية متطلبات المتعلم المعاصر.

فأصبح من الضروري إعادة النظر في الطرق لتعليم اللغات، والبحث عن بدائل أكثر فاعلية وفضل نتيجة. لم يعد تعلم لغة أخرى أمرا ترفيهيا أو مهارة إضافية، بل تحول إلى مطلب جدي لمواكبة متطلبات سوق العمل، وكذلك للتفاعل مع الثقافات المتعددة، ومع التطور الرقمي المتسارع. [(Hassan, 2023)] وخاصة تقديم رؤية جديدة لاستخدام التكنولوجيا الحديثة في تعليم اللغة العربية لوسائل الاتصال، أصبحت القدرة على التحدث بأكثر من لغة مطلب رئيسي للترقي الأكاديمي والمهني والاجتماعي.

من هذا المنطلق، يسعى هذا البحث إلى توضيح مفهوم تعلم اللغة وإتقانها كمنظور أكاديمي، مع التركيز على الأساليب الجديدة التي ظهرت على الساحة خلال السنوات الفائتة في هذا المجال. ويهدف البحث أيضا إلى الوقوف على مدى فعالية هذه الأساليب الحديثة في تحسين الكفاءة للمتعلمين، واستعراض كيفية مساهمتها في علاج التحديات التي واجهتها الطرق التقليدية، حيث كان التحفيز ضعيفا، والتفاعل محدود، وعدم مراعاة الفروق الفردية بين الطلاب.

مفهوم التعلم اللغوي والإتقان

يعرف تعلم اللغة: أنه عملية يكتسب من خلالها الفرد القدرة على فهم لغة أخرى واستخدامها بفعالية في شتي المواقف إلى (Kusai, 2021; Gomaa, 2022; Malik, 2021) المختلفة. وتشمل هذه العملية تطوير لأربع مهارات رئيسية فقد أشار أن المفردات هي العنصر الأساسي الذي يبنى عليه إتقان المهارات اللغوية الأربع: الاستماع، والتحدث، والقراءة، والكتابة، إلى جانب مهارات التفاعل والتواصل مع الآخرين. ولا يقتصر مفهوم التعلم على الحفظ للمفردات والقواعد، بل يتعداه إلى بناء الكفاءة اللغوية التي تمكن المتعلم من استخدام اللغة المتعلمة بشكل طبيعي وسلس في سياقات مختلفة، سواء في التواصل اليومي أو المهني. أما إتقان اللغة، فيقصد منه حصول المتعلم على مستوى متقدم والتمكن من استخدام اللغة بطلاقة، حتى يصبح قادرا على التعبير عن أفكاره ومشاعره بدقة ووضوح، وكذلك فهم مختلف النصوص المسموعة والمكتوبة بمستوياتها المتعددة، مع القدرة على توظيف المفردات والقواعد والتراكيب اللغوية بسلاسة. كما يشمل الإتقان استخدام اللغة في الجانب الاجتماعي والثقافي، بمعنى قدرة المتعلم على التواصل بسهولة مع ثقافة اللغة المستهدفة.

¹ Ahmed Mahmoud Ahmed Mohamed, SamDCHTI, xorijlik malakali mutaxassisi

لقد اعتمدت المناهج التعليمية لتعليم اللغات على عدة أساليب منها التلقين المباشر، حيث يركز المعلم على تقديم معلومات بشكل نظري، ويطلب من المتعلم حفظ تلك القواعد والمفردات وتكرارها دون استخدامها ضمن سياق حقيقي أو مواقف حياتية للقواعد. على الرغم من أن هذه الأساليب يمكن أن تنتج معرفة نظرية للقواعد والتراكيب، إلا أن العديد من الدراسات التربوية واللغوية أثبتت قصورها في زيادة الكفاءة التواصلية للمتعلمين. فقد أظهرت الأبحاث أن الحفظ المجرد لا يترجم بالضرورة إلى القدرة على التواصل والتفاعل اللغوي، مما يجعل الكثير من المتعلمين عاجزين عن استخدام ما تعلموه في مواقف حياتية يومية.

ومع التحولات الكبيرة التي شهدتها العالم في السنوات الأخيرة، وظهرت ثورة رقمية و كذلك الانفتاح الثقافي، تغيرت متطلبات تعلم اللغات بشكل جذري. فلم تعد اللغة مجرد وسيلة للقراءة أو الدراسة، بل أصبحت أداة للتواصل مع شعوب وثقافات متعددة، وللخروج إلى سوق العمل العالمي الذي يتطلب إتقان أكثر من لغة كشرط أساسي للنجاح المهني والتقدم الأكاديمي.

في هذا السياق، باتت المناهج التقليدية عاجزة عن متابعة حاجات المتعلم المعاصر الذي يبحث عن حوافز تعليمية تراعي اختلاف أنماط التعلم، وتراهن على التفاعل والمشاركة بدلا من التلقين والحفظ الآلي المتبع في المناهج التقليدية. كما أن العديد من المتعلمين يواجهون تحديات متعددة مع الطرق التقليدية، منها على سبيل المثال ضعف الحافز الذاتي، وبطء التقدم، وغيوب التطبيق العملي لما يتم تعلمه، مما أدى إلى ظهور حاجة ماسة إلى ابتكارات أساليب تجعل من عملية التعلم تجربة تفاعلية ممتعة ومفيدة وفعالة.

بناء على ذلك، أصبحت البحوث التربوية المعاصرة تركز على تطوير الأساليب الحديثة في تعليم اللغات، التي تقوم على إشراك المتعلم في العملية التعليمية، وتحفيزه على التفكير بفاعلية، والعمل الجماعي، وحل المشكلات اللغوية، مع الاستفادة القصوى من التقنيات الرقمية التي فتحت آفاق واسعة للتعلم الذاتي.

الأساليب المبتكرة في تعلم اللغة

لقد شهدت العقود الأخيرة طفرة نوعية في تطوير الأساليب التعليمية، ولا سيما في مجال تعليم اللغات. فلقد أدركت المؤسسات التعليمية والباحثون التربويون محدودية الطرق التقليدية التي تعتمد على التلقين والحفظ، ضرورة البحث عن بدائل أكثر فاعلية تراعي احتياجات المتعلم الحديث. فإن النقص في "الأدوات التعليمية الفعالة التي تزيد من حماسة الطلاب وتجعلهم أكثر ، وجاء هذا التحول نتيجة التغيرات التي (Hassan, 2023; Ismail, 2022; Zahran, 2021)" اندماجا في العملية التعليمية تسارعت في أنماط الحياة والتطور التكنولوجي السريع والانفتاح الثقافي، مما استدعى إدراج أدوات وتقنيات حديثة تساهم في جعل عملية التعلم أكثر تشويقا ومرونة وتفاعلا. ومن أبرز هذه الأساليب التي أثبتت نجاحا في السنوات الأخيرة :

التعلم التفاعلي: يعد التعلم التفاعلي أحد أبرز الأساليب التي أحدثت فرقا في تعليم اللغات. هذه الأسلوب يوظف المتعلمين في أنشطة ديناميكية تحفزهم على التفاعل المستمر واستخدام اللغة في سياقات مشابهة للواقع. ومن أبرز تقنياته: الحوارات الجماعية، والمناقشات المفتوحة، وتمثيل الأدوار (لعب الأدوار)، والمحاكاة التفاعلية للمواقف في الحياة اليومية، بالإضافة إلى يركز هذا النموذج على فكرة أن اللغة ليست مجموعة من القواعد. العمل ضمن مجموعات صغيرة لإنجاز أنشطة مشتركة والمفردات فقط، بل هي أداة اجتماعية تستخدم للتواصل وإيصال المعاني. من خلال ومن التفاعل مع الزملاء والمعلمين، فتعزز الثقة في أنفسهم لدى المتعلمين، كما تحسن قدرتهم على التحدث بطلاقة وفهم السياق للغة المستهدفة. فلقد أكدت دراسات عديدة أن التعلم التفاعلي يساهم في زيادة دافعية المتعلم، ويعزز مهارات التفكير النقدي والتعبير الذاتي.

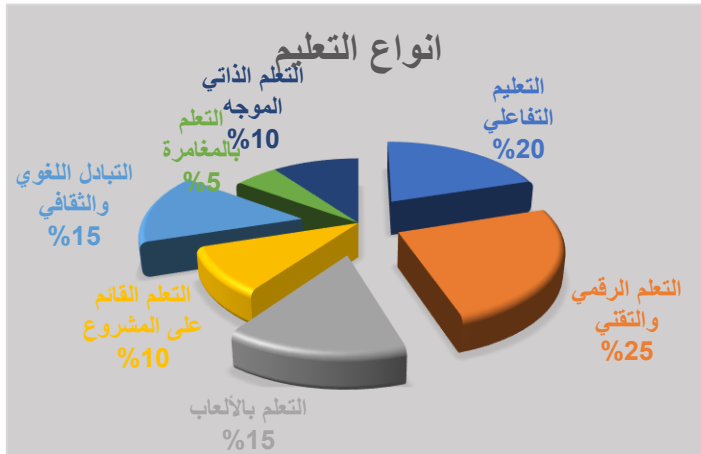
التعلم الرقمي والتقني: لم تعد البيئة الصفية التقليدية هي المصدر الوحيد لتعلم اللغات، بل أصبحت التكنولوجيا الرقمية عنصرا محوريا في العملية التعليمية. إذ تركز معظم الدراسات على أساليب تقليدية أو تقنيات ثابتة دون النظر إلى الإمكانيات ، [Ahmed, 2023; Alghamdi & Almalki, 2023; Ismail, 2022]] الكبيرة التي توفرها التطبيقات الحديثة في هذا المجال Duolingo واقع التعلم الذاتي، مثل Smart App Creator يشمل هذا الاتجاه استخدام التطبيقات الذكية والمنصات الإلكترونية وم (، فضلا عن منصات التعليم الإلكتروني التي تقدم https://linksshortcut.com/lubXJ2025 وBusuu وMemrise و Smart)، مثل برنامج سمارت أب كرياتور. دروسا تفاعلية، وبودكاست مخصص لتعليم اللغة، ومقاطع فيديو تعليمية عبر الإنترنت (Ahmed, 2023; Faraj, 2022; Othman, 2021). المعتمد على نظام أندرويد، في تطوير ألعاب لغوية تساهم في تحسين عملية تعلم المفردات (App Creator) تتميز هذه الأدوات الرقمية بأنها تتيح للمتعلم حرية اختيار الوقت والمكان المناسب للتعلم. (Faraj, 2022; Othman, 2021). إلى جانب توفير الآليات التقييم اللحظي التي تمكن المتعلم من متابعة تقدمه باستمرار. كما تعتمد معظم هذه التطبيقات على الآليات اللعب والمكافأة التي تزيد من التفاعل وتقلل من رهبة التعلم. بالإضافة إلى ذلك فإن أن التقنيات الحديثة مثل الواقع الافتراضي بدأت تستخدم لإيجاد بيئات محاكاة، تتيح للمتعلمين الانغماس الكامل في سياق اللغة المستهدفة (AR) والواقع المعزز (VR)

(Gamification) "https://linksshortcut.com/OZJWU" التعلم القائم على الألعاب: التعلم من خلال الألعاب أصبح أحد أكثر الأساليب فاعلية في تعليم اللغات، لما له من قدرة على تحويل العملية التعليمية إلى تجربة ممتعة. وتقوم هذه الطريقة على إدراج عناصر اللعب والتحدى والمنافسة في أنشطة تعلم اللغة، بحيث تعرض المفردات والقواعد من خلال ألعاب مصممة يستخدم في هذا السياق مجموعة من الألعاب الإلكترونية والتطبيقات التفاعلية بالإضافة إلى الألعاب الصفية التي تتطلب بعناية العمل الجماعي وحل المشكلات. ويعود نجاح هذا الأسلوب إلى أنه يخفف من التوتر النفسي المرتبط بتعلم لغة جديدة، ويزيد تحفيز المتعلم ويعزز تركيزه، كما يساهم في ترسيخ المعلومات بطريقة غير تقليدية.

التعلم القائم على المشروع: يعتمد هذا الأسلوب على تكليف المتعلم بإنجاز مشروع تطبيقي يستخدم اللغة المستهدفة بشكل وظيفي وعملي. ومن أمثلة هذه المشاريع: إعداد عرض تقديمي باللغة الأجنبية، مثل إنتاج فيديو قصير، أو كتابة قصة أو مقال، أو ، ويسهم هذا النوع من التعلم في تطوير العديد من المهارات لدى المتعلمين، منها مهارات البحث والتفكير. تنظيم فعاليات ثقافية النقدي والتخطيط والتنظيم، كذلك تعزيز قدرتهم على التواصل والتعبير باللغة بشكل واقعي ومتكامل. كما ينمي هذا الأسلوب الإبداع والمشاركة في العمل الجماعي، ويحفز المتعلم على توظيف اللغة كوسيلة لأداء مهمة حقيقية، بدلا من اقتصرها على التدريبات النظرية.

التبادل اللغوي والثقافي: يعد التواصل المباشر مع الناطقين الأصليين للغة أكثر الطرق فاعلية في تعلم اللغة وإتقانها. فبم
ذلك من خلال برامج التبادل اللغوي عبر الإنترنت، أو اللقاءات الراقعية مع أفراد من ثقافات مختلفة، أو المشاركة في برامج التبادل
ويمكن للمتعلم تحسين مهارات الاستماع والنطق، والتعرف على السياقات الثقافية. الثقافي الدولي بين الجامعات والمدارس
والاجتماعية المرتبطة باللغة المراد تعلمها، كما يسهم في إزالة الحواجز النفسية ويعزز الثقة في النفس. فقد أثبتت الدراسات أن
التعلم من خلال التبادل اللغوي يمكن المتعلم من اكتساب اللغة بشكل طبيعي وبوتيرة أسرع مقارنة بالطرق التقليدية

التعلم بالمغامرة والانغماس اللغوي: من أحد الأساليب الحديثة التي تتمتع والمتعة والتجربة العملية في عملية اكتساب اللغة. يعتمد على إدخال المتعلمين في بيئات افتراضية أو واقعية تحاكي الحياة اليومية لمتحدثي اللغة المستهدفة، مما يتيح لهم ممارسة وتشير الدراسات إلى أن الانغماس في بيئة لغوية كاملة يعزز من قدرة المتعلم على التفكير والتعبير. اللغة بطريقة طبيعية وتلقائية باللغة الإنجليزية مباشرة دون اللجوء إلى الترجمة الذهنية، كما يساعده على فهم السياقات الثقافية والتراكيب اللغوية المستخدمة في الحياة اليومية.



التعلم الذاتي الموجه: يعتمد على تمكين المتعلمين من تحمل مسؤولية تعلمهم، من خلال تحديد أهدافهم التعليمية، واختيار الوسائل المناسبة لهم، ووضع خطط للتقدم والمتابعة الذاتية. فيمكن أن يشمل ذلك قراءة كتب، والاستماع إلى المحادثات، ومشاهدة أفلام باللغة المستهدفة، أو الانخراط في نقاشات عبر ، فيسهم التعلم الذاتي في تعزيز الإنترنت استقلالية المتعلم وتنمية مهاراته في إدارة وقته وتنظيم جهوده، بعيدا عن القيود الزمنية والمكانية.

أساليب إتقان اللغة

إن تعلم اللغة لا يحقق الهدف المرجو
منه ما لم يوضع في خطة مدروسة تهدف إلى

بلوغ الإقناع اللغوي، والتي تعني امتلاك القدرة على استخدام اللغة بطلاقة وبدون تردد، في المناسبات الرسمية وغير الرسمية على حد سواء. ويقتضي هذا الإقناع الجمع بين الممارسة الفعالة، والتعرض المكثف للغة، والاستفادة من آليات التغذية الراجعة والتقييم الذاتي. ومع تطور الوسائل التكنولوجية في التعليم، ظهرت حاجة ماسة لتطوير أدوات تعليمية مبتكرة تجعل تعلم اللغة (Alghamdi & Almaliki, 2023; Zayed, 2023). خاصة اللغ العربية أكثر جاذبية وفعالية

: وفيما يلي أبرز الأساليب التي أثبتت الدراسات والأبحاث الحديثة فعاليتها في مساعدة المتعلمين على تحقيق إتقان اللغة التعرض المستمر والمتنوع للغة (التعرض اللغوي المكثف والمكثف): يعد التعرض المستمر والمتنوع للغة من أهم الوسائل التي تسهم في تقوية المهارات اللغوية. فلا يكتفي بالدروس الصفية، بل يجب على المتعلم أن يدمج اللغة المستهدفة في حياته اليومية من خلال:

القراءة اليومية للكتب والمقالات والروايات والمواد الإخبارية باللغة المستهدفة

الاستماع المنتظم إلى المحادثات، الأفلام، البرامج الإذاعية، البودكاست، والموسيقى باللغة المراد تعلمها.

متابعة المحتوى الرقمي مثل القنوات التعليمية على الإنترنت، وصفحات التواصل الاجتماعي التي تقدم محتوى تفاعلي باللغة المستهدفة، يساعد هذا التعرض المستمر على تنمية الحصيلة اللغوية، وفهم التراكيب والأساليب التعبيرية الشائعة، بالإضافة إلى تحسين مهارات الاستماع والاستيعاب اللغوي.

التدوين الذاتي والتعبير الكتابي المنتظم (الكتابة الانعكاسية المنظمة): يعد التدوين الذاتي من الأدوات الفعالة في تطوير المهارات الكتابية والتعبيرية فيكتسبون مفردات جديدة دائماً كما أكد أحد (أحمد، 1997) على أن تعليم المفردات يعد أحد المطالب ، فيمكن (Johnson, 2023; Ali, 2021; Salim, 2020) الأساسية لتعلم أي لغة ثانية، إذ يعتبر شرطاً أساسياً لإجادة اللغة للمتعلمين تخصيص وقت يومياً أو أسبوعياً لكتابة يومياتهم، مقالات قصيرة، خواطر، أو نقد للكتب والأفلام باللغة المراد تعلمها، يساعد هذا التمرين على تعزيز القدرة على التعبير عن الأفكار بوضوح، واستخدام المفردات والتراكيب اللغوية التي تعلمها. كما يتيح للمتعلم رصد تطور مستواه التعليمي، واكتشاف الأخطاء المتكررة ومعالجتها في اسرع وقت

التفكير في اللغة المستهدفة (التفكير باللغة المستهدفة): تعد عادة التفكير باللغة المستهدفة من الأساليب المهمة التي تسهم في رفع مستوى الطلاقة والتلقائية عند استخدام اللغة. إذا يميل الكثير من المتعلمين إلى الترجمة الذهنية من لغتهم الأم، مما يؤدي ، وينصح المتعلمين بمحاولة الحديث مع أنفسهم، أو ترتيب أفكارهم، أو وصف ما إلى قصور في الاستجابة والت تردد في التواصل يحيط بهم باللغة المستهدفة. ومع الوقت، يصبح العقل مهياً للتفكير بهذه اللغة، مما يقلل من الحواجز النفسية واللغوية ويزيد من سرعة التفاعل

التغذية الراجعة والتصحيح الفوري (ردود الفعل الفورية وتصحيح الأخطاء): تعد آلية التغذية الراجعة من أبرز الوسائل لتطوير الأداء اللغوي وتصحيح الأخطاء. فيمكن أن يتحصل المتعلم على هذه التغذية من خلال:

المعلمين الذين يقدمون تصحيحا فوريا للأخطاء اللغوية ويوضحون البديل الصحيح

التطبيقات الذكية التي تعتمد على الذكاء الاصطناعي لرصد وتصحيح الأخطاء اللغوية أثناء الكتابة أو التحدث

التقييم الذاتي، حيث يقوم المتعلم بمراجعة كتاباته أو تسجيلاته الصوتية وتحليلها للوقوف على مواطن القوة والضعف، التغذية المراجعة المستمرة تساعد المتعلم على إدراك الأخطاء المتكررة والعمل على تجنبها، مما يؤدي إلى تحسين الدقة اللغوية الانغماس اللغوي: يعتبر الانغماس الكامل في بيئة متحدثه باللغة المستهدفة من أنجح الأساليب لإتقان اللغة بشكل طبيعي.

ويتم ذلك من خلال:

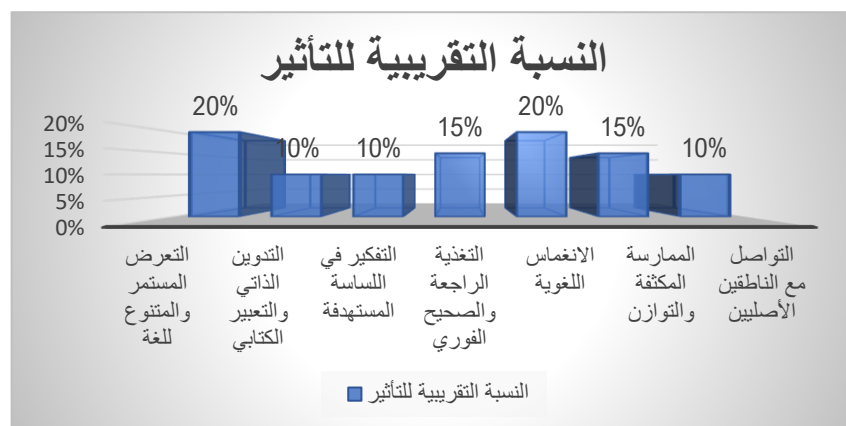
الإقامة في بلد يتحدث سكانه باللغة المستهدفة لفترة طويلة.

الانخراط في مؤسسات تعليمية أو مهنية تستخدم اللغة بشكل يومي.

الاختلاط المستمر بالمتحدثين الأصليين في الحياة الاجتماعية والمهنية، يساعد الانغماس اللغوي في تسريع عملية التعلم، حيث يجد المتعلم نفسه مضطرا لاستخدام اللغة في شتي المواقف اليومية، مما يساعده على اكتساب المهارات والتراكيب بشكل طبيعي وتلقائي، ويعزز ثقته في التواصل.

الممارسة المكثفة: لا يمكن بلوغ الإتقان دون تخصيص وقت يومي منتظم لممارسة اللغة مع مهاراتها الأربعة: الاستماع، تشمل أنشطة : منتظمة حتى تصبح جزءا من الروتين اليومي، ومتنوعة: التحدث، القراءة، الكتاب. وتتطلب هذه العملية أن تكون بمعنى أن : مختلفة مثل المحادثات الحية، التمارين اللغوية، مشاهدة الأفلام، قراءة النصوص، حل التدريبات التفاعلية، وهادفة فتشير الدراسات إلى أن تخصيص ما لا يقل عن ساعة. تركز كل جلسة على مهارة محددة أو موضوع معين لتحقيق تقدم ملموس يوميا لممارسة اللغة يساهم بشكل كبير في رفع مستوى الطلاقة والدقة اللغوية خلال فترة قصيرة نسبيا.

التواصل المستمر مع الناطقين الأصليين : إن التفاعل المباشر مع الأشخاص الذين يتحدثون اللغة كلغتهم الأم يوفر فرصة المشاركة في الفعاليات الثقافية واللغوية التي تضم متحدثين : قيمة لتعلم اللغة كما تستخدم في الواقع. يمكن تحقيق ذلك من خلال "HelloTalk و Tandem أصليين، الانخراط في منصات التبادل اللغوي مثل الانضمام إلى مجموعات أو دردشة نواد لغة تتيح ممارسة المحادثة بشكل منتظم.



يساعد هذا التواصل على تحسين مهارات النطق والاستماع، وفهم الفروق الثقافية التي تؤثر على استخدام اللغة. كما يساهم في بناء علاقات اجتماعية توسع دائرة التعلم.

تقييم فعالية الأساليب المبتكرة في التعليم: دراسة مقارنة بين الأساليب المبتكرة والتقليدية شهدت البيئة التعليمية في العقود الأخيرة تحولاً ملحوظاً نحو تبني أساليب تعليمية مبتكرة تعتمد على التكنولوجيا والتعلم التعاوني والتجريب.

ومع ذلك، لا تزال فعالية هذه الأساليب مقارنة بالأساليب التقليدية محل نقاش حتى وقتنا هذا، فقد أظهرت النتائج الكمية أن نسبة التحسن في أداء المتعلمين الذين استخدموا الأساليب المبتكرة بلغت (35%) مقارنة بزيادة طفيفة (10%) لدى مستخدمي الأساليب التقليدية. أما النتائج الكيفية، فقد كشفت عن رضا عام لدى المتعلمين تجاه التجربة التعليمية المبتكرة، مع إشارتهم إلى زيادة التفاعل والتحفيز، في حين أعرب بعض المشاركين عن وجود تحديات تتعلق بالوقت والجهد المبذول في تنفيذ هذه الأساليب.

الخاتمة: خلص هذا البحث إلى أن الأساليب المبتكرة في تعليم اللغة لا تمثل مجرد بدائل عابرة للطرق التقليدية، بل تُعدّ محركاً حقيقياً لتحويل تجربة تعلم اللغة إلى تجربة تفاعلية، محفزة، وأكثر فاعلية. خلصت الدراسات إلى أن الابتكار في وسائل التعليم يمكن أن يساهم بشكل كبير في تحفيز الطلاب وتعزيز مستوى اهتمامهم، فقد أثبتت النتائج الكمية والكيفية أن تطبيق هذه الأساليب يساهم بشكل مباشر في رفع مستوى التحصيل اللغوي لدى المتعلمين، ويُسرّع من عملية اكتساب المهارات اللغوية المختلفة، كالاستماع، والمحادثة، والقراءة، والكتابة، وإن تميّز هذه الأساليب يكمن في قدرتها على تجاوز أسلوب الحفظ الآلي والتلقين، من خلال خلق بيئة تعليمية تعتمد على التفاعل، والتفكير النقدي، وحل المشكلات، والعمل الجماعي، والاستفادة من الوسائط الرقمية الحديثة. وأن هذه الدراسات لم تتناول بشكل كاف استخدام التطبيقات الحديثة في (Musa, 2023; Rahman, 2021; Bilal, 2020). تطوير الألعاب التعليمية، مما يفتح المجال لمزيد من الأبحاث في هذا الجانب وقد أظهرت آراء المتعلمين والمعلمين المشاركين في الدراسة أن هذه الأساليب لا تُساهم فقط في تحسين الأداء الأكاديمي، بل تُعزز كذلك دافعية المتعلم، وتُثمّن ثقته بنفسه، وتُساعد على الاستمتاع بعملية التعلم، مما ينعكس إيجاباً على مستوى الالتزام وانطلاقاً من هذه النتائج، يؤكد البحث على ضرورة إحداث نقلة نوعية في برامج تعليم اللغات، من خلال تبني. والمثابرة استراتيجيات تعليمية مبتكرة وتكاملها ضمن المناهج الدراسية، مع التركيز على تدريب الكادر التعليمي وتأهيله لتطبيق هذه الأساليب بشكل فعال. كما يوصي البحث بضرورة توفير بيئات تعليمية مرنة وداعمة تتيح للمتعلمين ممارسة اللغة في سياقات واقعية وتفاعلية، وفي هذا السياق، يدعو البحث إلى إجراء دراسات مستقبلية معمقة تُعنى باستكشاف أثر الأساليب المبتكرة على فئات مختلفة من المتعلمين (كالطلاب ذوي الاحتياجات الخاصة أو المتعلمين من خلفيات ثقافية متنوعة) وعلى مهارات لغوية محددة، بهدف تطوير نماذج تعليمية متكاملة وقابلة للتطبيق على نطاق واسع، إن التحديات التي تواجه العملية التعليمية في العصر الرقمي

تتطلب إعادة التفكير في أساليب تعليم اللغات، والبحث هذا يضع بين أيدي المعنيين بالتعليم اللغوي دليلاً واضحاً على أن الابتكار لم يعد خياراً بل ضرورة لبناء جيل قادر على التفاعل بفعالية مع عالم متعدد اللغات والثقافات.

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ГИБКОСТЬ СОВРЕМЕННОЙ РУССКОЙ ПУНКТУАЦИИ

С. Боронова ¹

Аннотация:

Данная статья посвящена изучению современной пунктуации, где главную роль играет смысл разной степени обобщенности: при более высоких степенях обобщений мы говорим об общих функциях знаков, при менее высоких - о конкретных значениях. Независимо от степени обобщенности любые функции отражают назначение пунктуации: знаки препинания выполняют свое социальное назначение благодаря определенным функциям и значениям, которые закреплены за ними.

Ключевые слова: пунктуация, знаки препинания, правило, обобщенность, смысл, текст, утверждение.

Современная пунктуация таит в себе большие возможности: она помогает пишущему в передаче не только мыслей, но и эмоций. И все это благодаря отражению в ней системного взаимодействия структурного, смыслового и интонационного принципов.

С точки зрения основ пунктуации структурный принцип признается ведущим, так как большая часть правил опирается именно на него. Правила строятся с учетом прежде всего строя речи: пунктуация в простом предложении (при обособлении, при однородных членах, в неполном предложении, при вводных словах и т. д.), пунктуация в сложном предложении (сложносочиненном, сложноподчиненном, бессоюзном). Это делается потому, что именно здесь заложен самый большой процент объективности, так необходимый стабильным правилам.

С точки же зрения назначения пунктуации ведущим, подчиняющим себе другие, является принцип смысловой, поскольку смысл заключается в определенную синтаксическую форму, или грамматическая структура подчиняется заданному смыслу.

Таким образом, если учесть, что синтаксические единицы речи создаются для того, чтобы передавать мысли и эмоции, то станет очевидным совмещение действия всех трех принципов. Пунктуация оказывается, внутренне организованной системой, элементы которой связаны устойчивыми отношениями.

Принято считать, что пунктуационные правила, действующие в современном русском письме, в большей своей части факультативны. Именно это и считается тем основным свойством пунктуации, которое дает возможность добиваться большой степени точности и выразительности письменной речи. Нет сомнения, что такое утверждение имеет серьезное основание, поскольку действительно те или иные знаки препинания очень часто «выбираются» в зависимости от конкретных задач организации содержательной, а подчас даже эмоциональной и стилистической стороны текста, т. е. знаки препинания могут варьироваться при изменении этих задач и, пишущий свободен в их применении.

Не ставя под сомнение само понятие «факультативных знаков», мы хотели бы лишь уточнить содержание этого понятия, определить, для какой единицы речи существует это понятие, сколь широка сфера его распространения и как это понятие связано с действием принципов русской пунктуации.

Термин «факультативные знаки» содержательно полярен термину «знаки обязательные». Если говорить о факультативности и обязательности применительно к действию принципов пунктуации, то, видимо, следует признать, что знаки «структурные» должны быть обязательными, а «смысловые» и «интонационные» - факультативами, поскольку они индивидуализированы авторским употреблением. Однако и «структурные» знаки не всегда жестко обязательны, ибо структурное членение предложения в тексте, так же как и смысловое подчинено воле пишущего. Возьмем пример: В полуверсте от станции он сел на камень у дороги и стал глядеть на солнце (А. Чехов). Здесь нет знаков, и потому сочетание камень у дороги воспринимается как определение и определяемое. Однако выделение предложно - падежной формы у дороги переводит ее в член предложения с уточнительно-пространственным значением, т. е. структурно изменяет предложение.

Именно потому, что «структурные» знаки не бывают чисто структурными, поскольку новая, возможная при данном лексическом наполнении структура дает новый смысл и иное интонационное оформление, эти знаки могут быть факультативными. Понятие факультативности, таким образом,

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применимо к знакам препинания, основывающимся не только на смысловом и интонационном принципах, но и на структурном.

Однако важно не только установить способность пунктуации к факультативности (это общеизвестно), но и определить ту единицу текста, которая является объектом возможного распространения этого свойства пунктуации. Когда мы объектом своего внимания избираем отдельное высказывание, вырванное из текста, то легко обнаруживаем факультативные знаки. Например, извлекая из текста предложение: Я и Анна Алексеевна ходили вместе в театр, всякий раз пешком (А. Чехов), мы вправе отметить, что запятая здесь отнюдь не обязательна, так же как в предложении Эта семья жила на главной улице, возле губернатора, в собственном доме (А. Чехов). А в следующих примерах некоторые знаки и вовсе представляются излишними и не имеющими основания для постановки: Вот он отступил в даль воспоминаний, этот единственный и подобия не имеющий мир, и высится на горизонте как горы, видимые с поля, или как дымящийся в ночном зареве далекий, большой город (Б. Пастернак) - запятая между далекий и большой; И еще я помню, как легко было работать в мезонине деревенского дома, осенью, в одиночестве, под потрескивание свечи (К. Паустовский) - запятые между последними членами предложения.

Если же отказаться от такого анализа, явно имеющего налет формализма, и проникнуться содержанием текстов, откуда взяты эти предложения, то окажется, что те факультативные знаки, о которых мы упоминали здесь, будут вытеснены знаками обязательными. Действительно, вернемся к предложению первому: Я и Анна Алексеевна ходили вместе в театр, всякий раз пешком. В рассказе А. Чехова «О любви» повествуется о глубокой, цельной, чистой любви Павла Константиновича и Анны Алексеевны. Но эти добрые, хорошие люди лишь страдали от своей любви (Анна Алексеевна замужем, имеет семью). Только посещение театра давало им возможность побыть вдвоем... Учитывая такой контекст, мы поймем, почему автор поставил запятую там, где она формально как будто бы не нужна. Пауза на месте запятой распределяет смысловые акценты в предложении в нужном для повествования ключе: подчеркивается сочетание ходили вместе в театр (только тогда они бывали вместе), а одновременное выделение сочетания всякий раз пешком еще и еще раз оттеняет мысль автора, желающего передать острое желание своих героев как можно дольше побыть вдвоем... Пожалуй, теперь мы воздержались бы от употребления термина «факультативная запятая» применительно к данному предложению, она воспринимается как безусловно необходимая.

В данном случае не принимаются во внимание «структурные» знаки, жестко и однозначно фиксирующие синтаксическую однородность, границу обязательно выделяемых оборотов речи.

Контекст объясняет необходимость знаков и во втором чеховском предложении, где выделенные сочетания слов (возле губернатора, в собственном доме) подчеркивают особое положение в обществе, материальный достаток семьи Туркиных в рассказе «Ионыч». Столь же широкий контекст понадобится, чтобы объяснить запятую и признать ее необходимой (а не просто возможной!) в сочетании большой, далекий город у Б. Пастернака, когда эти прилагательные семантически сближаются на основе особых, индивидуальных, но последовательно, логически вытекающих из описанной ситуации ассоциаций.

В примере К. Паустовского также лишь предварительное описание особого состояния человека позволяет понять поэтическое выделение запятыми разных обстоятельственных слов — осенью, в одиночестве, под потрескивание свечи.

Влияние широкого контекста на пунктуацию отдельного предложения особенно ощутимо, когда одни и те же сочетания слов оформляются пунктуационно по-разному при разных семантико-стилистических условиях.

Интересен в этом смысле пример из рассказа В. Львова «Звучат песни на Миусах». Начинается он словами: Миусы — тихий зеленый уголок Москвы. Таких уголков в городе немало, но встреча с ними всегда неожиданна: вдруг на знойной, пропахшей бензином улице повеет прохладой, зашелестит листва, и сразу за брандмауэром огромного дома открывается лужайка, поросшая свежей, как бы после утренней росы, травой... (Б. Пастернак). И далее идет взволнованный рассказ о том, как уличный шум отступает и свершается чудо: Миусский сквер источает аромат полей, в этом зеленом уголке тишина, покой, полуденная дремота... И завершается описание отрывком: Вот теперь вы должны понять, какое чувство я испытываю к Миусам, должны догадаться, почему в минуты душевной усталости, когда невзгоды и неприятности будней кажутся особенно обильными, иду именно на этот тихий, зеленый уголок Москвы. Итак, в начале повествования сочетание тихий зеленый уголок воспринимается обычно, соответственно лексическим значениям слов, и запятой нет, поскольку определения неоднородны. После того как читатель уже достаточно проникся существом описываемого явления, когда зеленый и тихий слились в его сознании в единое взаимообусловленное целое, стало возможным и вполне естественным сделать эти определения однородными.

Влияние контекста на выбор знака давно отмечено исследователями. Однако, продолжая эту мысль, можно говорить и о контексте отдельного предложения, определяющего расстановку знаков. Например: Путешественник с силой удержал лошадь, без возмущения и удивления, – действительность начинала терять для него свою логическую связь (А. Грин). Выделение обстоятельственного сочетания без возмущения и удивления стало необходимым из-за наличия сочетания с силой при глаголе удержал. Ср.: Путешественник удержал лошадь без возмущения и удивления... Или: Человек, утомленно передвигая ноги, подошел ближе; лицо его невозможно было разглядеть, в темноте оно казалось то молодым, то старым (А. Грин) – в этом предложении перестановка запятой (ср.: лицо его невозможно было разглядеть в темноте, оно казалось...) нежелательна, так как последняя часть предложения лишится необходимого здесь причинного обоснования.

В подобных примерах влияние контекста предложения сказывается в конечном счете в сопротивлении лексического материала иной расстановке знаков.

Влияние контекста отдельного предложения может быть понято и по-другому – когда выбор единственно возможного знака диктуется не лексическим составом предложения (т. е. лексический материал допускает выбор знака), а только авторским заданием, его осмыслением. Например: Однажды балованный кот кабатчицы, хитрый сластена и подхалим, дымчатый, золотоглазый, любимец всего двора, притащил из сада скворца (М. Горький). Ср. иное распределение связей слов в варианте: Однажды балованный кот кабатчицы, хитрый сластена и подхалим, дымчатый, золотоглазый любимец всего двора, притащил из сада скворца. Еще: Кот спал весь день, свернувшись, на старом кресле, и вздрагивал во сне, когда темная дождевая вода хлестала в окно (К. Паустовский). Запятые здесь (кроме последней, перед придаточным) помогают установить, конкретные связи слов, заданные автором: спал весь день, спал свернувшись, спал на старом кресле. Ср. иные связи: Кот спал весь день, свернувшись на старом кресле... Если при анализе пунктуации подобных предложений точкой отсчета считать сами знаки как таковые, то можно признать их факультативными, поскольку возможны варианты (наличие или отсутствие), однако если же исходить из заданного смысла, то вариантность исчезнет: станет возможным либо то, либо другое, в зависимости от того, с чем нужно соотнести, например, прилагательное золотоглазый – с существительным кот или любимец, точно так же и словоформу на кресле – с глаголом спал или с деепричастием свернувшись (в примерах из М. Горького и К. Паустовского). [3, 45]

Пунктуация, таким образом, существует для того, «чтобы выделить мысль, привести слова в правильное «соотношение...». Заметим: «правильное» здесь – это соответствующее заданному смыслу.

Размышляя о факультативности русской пунктуации, мы пришли к выводу, что она существует лишь как некое надтекстовое понятие, используемое при обучении пунктуации, когда объектом применения правил расстановки знаков избирается отдельно взятое предложение, когда предложение это не существует как компонент текста и не рассматривается с точки зрения заданного смысла и, таким образом, вскрываются все возможные варианты его истолкования. На ранней ступени обучения это вполне правомерно и полезно. При анализе же пунктуации связного текста проблема факультативности, как правило, не стоит, поскольку выбор знаков основывается на конкретных смысловых связях ряда синтаксических построений, объединенных единством мысли, общей эмоционально-экспрессивной направленностью, авторским стремлением передать смысл таким, каким он воспринимается им самим.

При таком понимании использования пунктуации учитывается влияние контекста, которое усматривается либо в случаях сопротивления лексического материала, либо без такового, при наличии специального авторского задания (при возможных вариантах в распределении связей слов). Случай так называемого факультативного употребления знаков точнее было бы назвать контекстуальным, а сами знаки – контекстуальными, а не факультативными.

Свойство русской пунктуации – подчиняться контексту – сообщает ей такое замечательное качество, как гибкость, проявляющееся в вариативности.

Социальная сущность пунктуации обнаруживается в закреплённости за знаками общих функций и значений, в стабильности и закономерности их воспроизведения. Но именно социальная значимость пунктуации таит в себе богатые возможности использования знаков с учетом их семантико-стилистических функций в тексте. [2, 45]

Почему мы воспринимаем текст соответственно расставленным в нем знакам? Потому, очевидно, что знаки эти читаются, они несут в себе определенную, известную нам информацию, следовательно, они отягощены смыслом, причем смыслом исторически накопленным в практике печати. Этот смысл может иметь разную степень обобщенности: при более высоких степенях обобщений мы говорим об общих функциях знаков, при менее высоких – о конкретных значениях. Например, функцию смысловоразличителя знак выполняет при передаче значений причины, следствия, разъяснения, противопоставления и т. д. (в частности, знаки в бессоюзном сложном предложении); функции

экспрессивно-стилистические появляются у знаков при их эмоциональной нагруженности, т. е. при осложнении их основных значений дополнительными, связанными с особыми стилистическими задачами. Наиболее обобщенными функциями знаков являются функции, обозначаемые в терминах типа «отделяющие знаки» и «выделяющие знаки». Независимо от степени обобщенности любые функции отражают назначение пунктуации: знаки препинания выполняют свое социальное назначение благодаря определенным функциям и значениям, которые закреплены за ними.

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РОЛЬ ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ В ПРОЦЕССЕ ОБУЧЕНИЯ РУССКОМУ ЯЗЫКУ НА ПРАКТИЧЕСКИХ ЗАНЯТИЯХ

Л. Базарова ¹

Аннотация:

В статье говорится о влиянии и роли информационных технологий на учебно-образовательный процесс в вузе, об их прогрессивной пользе и некоторых минусах формального использования в изучении языка, о сочетании традиционных методов обучения с методами, использующими информационные технологии.

Ключевые слова: русский язык, информационные технологии, мультимедиа, учебный процесс, эффективность.

Преподавание русского языка, как известно, в современной аудитории требует не только глубокого знания предмета, но и владения актуальными, приёмами и методами обработки информации о языке, в том числе с применением компьютера.

Сегодня мир с большой скоростью идёт по пути научно-технического прогресса, и уже никого не удивит наличием компьютера – самого мощного и эффективного из всех существовавших до сих пор технических средств, которыми располагает современный педагог. Информационные технологии стали неотъемлемой частью повседневной жизни каждого человека в последние годы и оказали значительное влияние на различные аспекты образования. Их использование на занятиях русского языка позволяет разнообразить формы работы, деятельность обучающихся, активизировать внимание, повысить творческий потенциал личности, мотивацию к успешному изучению учебного материала, использовать разнообразный иллюстративно-информационный материал.

Исходя из этого, в данной статье рассмотрим влияние и роль информационных технологий на учебно-образовательный процесс в вузе, их прогрессивную пользу и некоторые минусы формального использования в изучении языка.

Стремительная распространенность использования цифровых инструментов в образовании создает динамичную среду, которая позволяет преподавателям лучше обслуживать потребности студентов и поднять уровень преподавания русского языка.

Мультимедийные занятия в учебном процессе дают обучающимся такие возможности как:

- более полная, достоверная информация об изучаемых явлениях и процессах;
- повышение роли наглядности в учебном процессе;
- возможность увеличить время работы на занятиях;
- удовлетворить запросы, желания и интересы [1].

Интерактивные доски — комплекс оборудования, дающий возможность сделать процесс обучения ярким, наглядным и динамичным. Он позволяет охватить большой по объёму материал, организовать проверки, вносить поправки и коррективы, делать комментарии, сохраняя материалы для дальнейшего корректирования. Видеозапись — это одно из самых любимых учащимися экранных средств. Тематика видео богата и разнообразна. Фрагменты из телепередач, спектаклей, художественных фильмов [3].

Компьютерные информационные технологии дают возможность подготовить презентацию иллюстративного и информационного материала, (набор слайдов-иллюстраций, репродукций, портретов, фотографий, раздаточного и справочного материала, снабженных необходимыми комментариями для работы на занятиях) [4].

В настоящее время преподаватели в вузах используют презентации на занятиях по русскому языку и дисциплинам по специальности, которые имеют, несомненно, полезный учебный эффект, так как эти занятия становятся интереснее и эффективнее именно за счёт наглядности, при воздействии не только на аудио, но и визуальные каналы восприятия.

Презентации дают возможность таджикским студентам не только познакомиться с портретами, фотографиями, иллюстрациями, но и просмотреть отрывки из фильмов, прослушать аудиозаписи, побывать на экскурсии в музеях, театрах, на концертах. Креативность преподавателя может превратить презентацию в увлекательный способ вовлечения обучающихся в образовательную деятельность, сам же

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преподаватель при подготовке презентации может проявить свое творчество, индивидуальность, избежать формального подхода к проведению практических занятий по русскому языку, причём, презентация может стать своеобразным планом занятия, его логической структурой, отражением самых интересных моментов темы.

Компьютерные технологии предоставляют широкие возможности как студентам для развития их творческого потенциала, организации самостоятельной познавательной деятельности, так и преподавателю в процессе подготовки и проведения занятия. Например, на занятии по практикуму устной и письменной речи по русскому языку для студентов таджикских групп на 1 курсе я использую презентацию по лексической теме «А. С. Пушкин. Поэма «Руслан и Людмила». Обучающиеся с интересом вовлекаются в учебный процесс, так как этот материал не изучается в национальных школах. А на 3 курсе при чтении текста «Новое старое открытие» используется презентация, дающая биографическую справку об известном океанографе Жак Ив Кусто, принявшем ислам, и географическую – о Баб Эль Мандебском проливе.

Применение мультимедиа в образовательном процессе обучения русскому языку в нашей стране идёт достаточно успешно и имеет различные направления: энциклопедии, интерактивные учебники, тренажёры, ситуативно-ролевые игры, электронные или дистанционные лекции, персональные виртуальные репетиторы, обучающие системы с использованием искусственного интеллекта, системы самотестирования знаний обучающегося и многое другое.

Интернет также предлагает большой выбор методического материала: лексические, орфографические, переводные и прочие интерактивные словари естественных языков. Одной из задач компьютерного обучения специальности является демонстрация электронных словарей по сравнению с их традиционными бумажными аналогами.

Электронные словари и энциклопедии позволяют мобильно получить дополнительные знания и использовать их на занятиях. Они представляют ценность для лингвиста, сопоставляющего языковую и концептуальную картины мира, выделяющего реалии при анализе или переводе текста. Все школы и вузы республики обеспечены электронными вариантами русско-таджикского словарей.

В сегодняшней реалии позиция студентов в таджикских вузах стала активной, и он перешёл в статус «добытчика» знаний из «получателя», а преподаватель проводником в мире информации, помогая обучающемуся научиться правильно добывать знания. Интернет-технологии, которые быстро осваиваются обучающимися, дают им уверенность в себе, создают более комфортные условия для самореализации и творчества, повышают мотивацию обучения, увеличивают круг общения, предоставляют большой объем разнообразных образовательных ресурсов.

Эффективное образование возможно только при широком использовании современных информационных технологий на всех этапах учебно-воспитательного процесса при наличии современной цифровой образовательной среды. Причина заключается в слабой подготовленности студентов, приехавших из дальних районов и их умения пользования компьютером. Однако одним из инструментов устранения пробелов в умелом использовании информационных технологий нашими студентами могут являться мобильные устройства, например, смартфон. Современный смартфон — это, по существу, компьютер, в котором функции телефона являются лишь небольшой долей тех возможностей, которыми он обладает [2].

Но использование информационных технологий в учебном процессе имеет и обратную сторону медали.

Следует отметить, что активное внедрение информационных технологий в образование, во-первых, вызывает проблемы в коммуникативной способности студентов. Никакой компьютер не заменит живого общения между студентами, между преподавателем и студентом. Отсутствие живого человеческого общения преподавателя со студентом может негативно сказаться на эффективности обучения. Во-вторых, интернет предлагает настолько большой объем информации по изучаемым вопросам, что обучающиеся не могут выделить необходимое и достаточное количество, а также охватить и проанализировать его. В-третьих, при формальном использовании информационных технологий нельзя в полной мере реализовать индивидуальный подход к обучению и воспитанию.

Таким образом, одной из основных задач современного обучения с помощью информационных технологий является задача подготовки мыслящего специалиста. Важно, чтобы студент не превратился в автомат, который умеет работать только по предложенной ему программе, а умел мыслить. Это можно обеспечить, сочетая традиционные методы обучения с методами, использующими информационные технологии, а это значит, что для успешного изучения русского языка необходимо уделять внимание формированию и совершенствованию коммуникативных навыков и умений, при этом, умело применяя на

занятиях современные технические средства обучения, которые имеют полезный образовательный эффект.

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ARTIFICIAL INTELLIGENCE IN LANGUAGE LEARNING AND ADAPTIVE PERSONALIZED LEARNING TECHNOLOGIES

A. Омарова ¹

Abstract:

This article provides a comprehensive analysis of the role of artificial intelligence (AI) in language learning and its impact on adaptive personalized learning technologies. It explores the integration of AI-driven tools, such as neural network models, automated translation systems, and voice assistants, into modern educational frameworks. The study evaluates the effectiveness of adaptive learning methods by examining their influence on student engagement, knowledge retention, and overall learning outcomes. Additionally, the article discusses the advantages and limitations of AI-based language learning approaches, highlighting their potential to enhance traditional educational methodologies. Special attention is given to emerging trends in AI-assisted education, including personalized content delivery, real-time feedback, and the role of multimodal AI systems in improving language acquisition. The findings contribute to the growing discourse on the future of AI-powered learning environments and provide recommendations for optimizing AI integration in language education.

Keywords: artificial intelligence, language learning, adaptive technologies, personalized learning, neural networks.

Introduction In recent years, there has been significant development in artificial intelligence technologies, which are being applied in various fields, including education. AI in language learning opens new opportunities for personalized education, taking into account the individual characteristics of students. Research shows that the use of adaptive technologies in language education contributes to increased motivation and improved student outcomes [1]. According to research [2], personalized algorithms allow course content to be tailored to each user, significantly improving the quality of language learning. An analysis of existing solutions, such as Duolingo, Babbel, and Rosetta Stone platforms, demonstrates that AI-based adaptive technologies help learners achieve faster progress through error analysis and dynamic adjustment of learning materials [3]. Furthermore, according to [4], modern language models such as GPT-4 and BERT exhibit a high level of text comprehension, allowing them to be used as virtual tutors and tools for automatic knowledge assessment [5]. Future research in this area aims to improve speech analysis accuracy and integrate multimodal technologies for more natural interaction with learners.

Research Methodology. This study employed an analytical-experimental approach, including the analysis of existing adaptive technologies, modeling of educational processes, and experimental testing of their effectiveness.

Theoretical Analysis of Existing Technologies. To form the methodological basis of the study, an analysis of scientific publications dedicated to the application of artificial intelligence in language education was conducted. Special attention was paid to studies describing the use of neural network models, adaptive learning systems, and automated methods for assessing language skills [6].

The analysis covered modern solutions such as:

- Neural network models for natural language processing (ChatGPT, GPT-4, BERT), used as virtual tutors.

- Adaptive educational platforms (Duolingo, Rosetta Stone) that adjust to users' knowledge levels.

- Automated text evaluation and correction systems (Grammarly, TextRazor).

The collected data allowed for identifying the key principles of these technologies and highlighting their main advantages and limitations.

Development of Adaptive Learning Models. As part of the study, models of student interaction with intelligent systems were created to test the impact of personalized technologies on the language learning process. These models considered the following factors:

- Dynamic adaptation of educational content based on error analysis and task performance success.

- The impact of instant feedback (in the form of automatic hints and corrections) on knowledge retention.

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– The role of voice assistants and chatbots, which promote the development of conversational skills.

Experimental Testing of AI Learning Methods. To test the hypothesis of AI learning advantages, an experiment was conducted with two groups of learners. The control group used traditional language learning methods, including textbooks, lectures, tests, and teacher interactions. The experimental group studied using AI tools such as adaptive learning applications, automated assignment evaluation systems, and chatbots. Key performance indicators were analyzed to evaluate the effectiveness of each approach. One such parameter was the speed of material assimilation, determined by the average time participants spent on test tasks. The percentage of errors in written assignments, assessed using automatic text analysis systems, was also examined. Additionally, a progress coefficient was measured by comparing the results of initial and final testing.

Data Analysis and Comparative Results Table. After data collection, statistical processing was carried out using correlation analysis methods and result visualization. To enhance clarity, a comparative table was created, reflecting the differences in student performance between traditional and AI-assisted learning.

Table 1 – Comparison of Student Performance in Traditional and AI-Assisted Learning

Indicator	Control Group (Traditional Learning)	Experimental Group (AI Learning)
Average time to complete tasks	45 minutes	30 minutes
Average error rate in tests	18%	7%
Language proficiency improvement (CEFR scale)	+0.5 level	+1 level
Learning satisfaction (survey results)	70%	90%

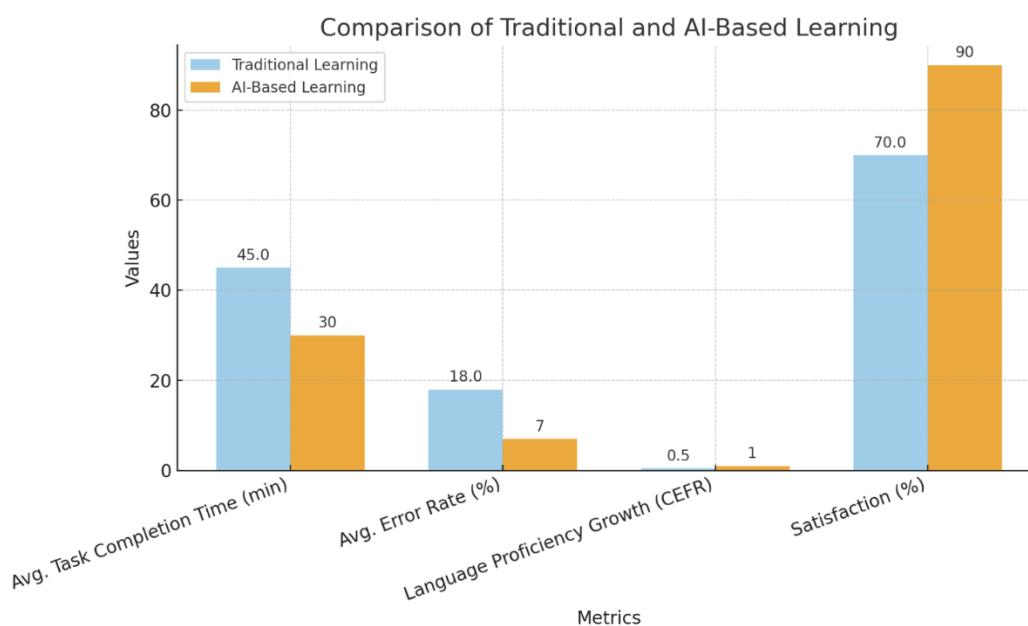


Figure 1 – Comparative Analysis of Student Performance in Traditional and AI-Based Language Learning

Conclusions and Interpretation of Data. The conducted study confirmed the effectiveness of artificial intelligence technologies in foreign language learning. The statistical data presented in the comparative table demonstrate that students using adaptive AI tools showed a higher level of material retention compared to the control group. Specifically, the speed of task completion in the experimental group was 30% higher, while the average error rate decreased from 18% to 7%. Furthermore, final test results indicated that learners using AI methods improved their language skills by an average of one level on the CEFR scale, whereas students in the control group only showed a 0.5-level increase. Additionally, the level of student satisfaction with the learning process was significantly higher in the experimental group (90% compared to 70% in the control group), indicating high motivation when using modern digital technologies.

Despite the positive results, some limitations of AI approaches were identified, such as the need for individual algorithm adaptation and insufficient interactivity in communication with the system. This underscores the importance of combining AI learning with traditional teaching methods for maximum effectiveness. Thus, the obtained results demonstrate the promising integration of artificial intelligence into

language education. Future research may focus on further optimizing personalization algorithms and analyzing the impact of individual cognitive characteristics on the effectiveness of AI-assisted learning.

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РУССКИЕ ФРАЗЕОЛОГИЗМЫ ХАРАКТЕРИЗУЮЩИЕ СПОСОБНОСТИ ЧЕЛОВЕКА В РЕЧИ ОБУЧАЮЩИХСЯ

Л. Базарова ¹, З. Солиева ²

Аннотация:

В статье даётся небольшой обобщённый обзор фразеологических единиц и их связь с историей, бытом русского народа, приведён ряд фразеологизмов, характеризующих интеллектуальные способности человека в русской речи и их значения, которые можно использовать как обязательный словарный минимум на практических занятиях по русскому языку для развития у обучающихся языкового чутья.

Ключевые слова: фразеологическая единица, русский язык, компонент, способность человека, голова.

В русском языке есть много кратких образных выражений, которые часто употребляются в речи и делают её яркой, эмоциональной, выразительной.

Ценность фразеологических единиц русского языка заключается в их культурной значимости. Знаменитый культуролог Ю.М. Лотман в своей книге отметил, что культура «осуществляет память о себе» посредством фразеологизма [3].

Усваивая язык, обучающиеся одновременно проникают в новую национальную культуру, получают огромное духовное богатство, хранимое изучаемым языком. В частности, таджикские студенты, осваивая русский язык, получают реальную и высокоэффективную возможность приобщиться к русской национальной культуре и истории, к современной жизни русского народа.

В данной статье мы решили рассмотреть фразеологизмы русского языка, характеризующие способности человека, более преобладающие как показатель интеллекта. Сперва дадим небольшой обобщённый обзор фразеологическим единицам и их связи с историей, бытом русского народа.

Фразеологизмы изучаются в особом разделе языкознания, который называется фразеологией (от греч. *phrasis* – выражение, *logos* – учение). Под фразеологией понимают также весь состав фразеологизмов в языке [2].

Значение фразеологии в практическом овладении русским языком обусловлено тем, что фразеологизмы, как и слова, относятся к строительному материалу языка, в процессе коммуникации выполняют важные функции обозначения явлений, фактов, процессов действительности, их эмоционально-экспрессивной оценки. А в единой лексико-фразеологической системе языка многие фразеологизмы не менее употребительны, чем слова [1].

Носитель языка в своей речи использует выражения: *мало каши ел*, говоря это недостаточно сильному или неопытному молодому человеку; об очень вкусной еде скажет: *пальчики оближешь*; о сильном страхе, который кто-либо испытывает: *душа уходит в пятки* и т.д.

В структурном отношении фразеологизмы представляют собой сочетание слов или предложение: *правая рука* (первый помощник), *кот заплакал* (мало). Однако фразеологизм имеет свои, только ему присущие признаки, которые позволяют выделить его в самостоятельную единицу языка, отграничив от других единиц языка [10].

Свободные сочетания создаются в процессе речи по мере необходимости, соединяя слова друг с другом по правилам грамматики (*читать книгу, ложиться спать, писать письмо другу* и т.п.). В отличие от них фразеологизмы не создаются в процессе коммуникации, а воспроизводятся в речи как готовые единицы, т.е. такими, какими они закрепились в языковой практике.

Фразеологизмы состоят всегда из одних и тех же компонентов, которые располагаются друг за другом в строго установленном порядке. Произвольная замена компонентов фразеологической единицы приводит к разрушению фразеологизма. Так, например, если заменить один из компонентов фразеологизма *носить воду решетом* (делать что-либо впустую, без результата) на *носить воду ведром*, то мы получим свободное словосочетание.

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Постоянство состава и фиксированный порядок следования компонентов фразеологизма называется **устойчивостью**.

Многие фразеологизмы имеют образное, переносное значение, которое вызвано переосмыслением компонентов, например: *держат язык за зубами* (молчать, не говорить лишнего), *стреляный воробей* (опытный человек), *дарёному коню в зубы не смотрят* (не следует выражать недовольство подаренной вещью) и т.п. Переосмысление компонентов фразеологизмов позволяет говорящему передавать уникальный образ мысли русского народа, которая имеет назидательный и воспитательный посыл [5].

Известно, что фразеологизмы отражают историю и культуру народа, его обычаи и традиции, нравственные и духовные ценности. Поэтому изучение фразеологизмов играет особую роль в процессе обучения русского языка, оно выступает и как способ познания нового, и как форма осмысления окружающей действительности, и как логическая модель построения языковых структур, и как одна из смысловых баз в развитии русской речи обучающихся – носителей таджикского языка. Происхождение фразеологической единицы влияет и на правильное употребление в речи, и на правописание, что обязательно нужно учитывать при объяснении того или иного устойчивого выражения, так как иноязычный студент не знаком с историей и традициями русского народа. Например, чтобы понять, почему фразеологизм *попасть впросак* имеет значение «оказаться в неприятном, неловком положении», надо знать, что раньше – в XVIII–XIX веках в России – слово *просак* значило «станок для кручения верёвок», в который действительно мог попасть человек. Прочитать о происхождении таких фразеологизмов можно во фразеологических или специальных этимологических словарях.

Далее в статье рассмотрим фразеологизмы, характеризующие умственные способности, с которыми обучающиеся в таджикских группах могут сталкиваться на занятиях при выполнении упражнений или чтении текстов.

Ум и способности человека всегда ценились русскими. Доказательством тому может служить русская пословица: «По одежке встречают, по уму провожают». В русском языке много фразеологизмов об уме и таланте человека [4]. К примеру, об умном человеке, обладающем яркими способностями, скажут, что он семи пядей во лбу.

Пядь — это старинная русская мера длины, равная расстоянию между растянутыми большим и указательным пальцами. Одна пядь — приблизительно 18–20 см. Этот фразеологизм построен на преувеличении: большой лоб — признак ума. Например: Он вёл себя так, будто у него семь пядей во лбу!

Умственные способности, сообразительность или отсутствие этих качеств в человеке нашли отражение во фразеологизмах со словом голова.

Часто во фразеологических единицах встречаются противопоставления по признаку «умный – глупый»: с головой, иметь голову на плечах, голова на плечах, светлая голова — без головы, дурья голова, пустая голова, без царя в голове, дубовая голова.

Фразеологизм светлая голова называет человека, который умеет ясно и логично мыслить. Если кто-либо обладает не только ясностью ума, но и сообразительностью, то о нём скажут: у него есть голова на плечах, например:

Он никогда не совершит необдуманного поступка, так как у него есть голова на плечах.

С этими студентами всегда приятно работать – светлые головы!

Говоря о сообразительном, догадливом, понятливом человеке, можно использовать просторечный фразеологизм голова варит. Он означает «голова хорошо работает», «человек сообразителен, умен».

Таким людям свойственно быстро усваивать новую информацию. Здесь уместны фразеологизмы-синонимы: ловить на лету, схватывать (хватать) на лету — «быстро, легко понимать, усваивать».

Но далеко не все молодые люди обладают выдающимся умом. Ряд русских фразеологизмов указывает на средние умственные способности или глупость, отсутствие сообразительности.

Если речь идёт об обычном человеке, то русские используют фразеологизмы:

звёзд с неба не хватает — «ничем не выдающийся, средних способностей»;

пороха не выдумает — «не отличается сообразительностью, не очень умен».

Некоторые фразеологизмы связывают глупость с тем, что у человека в голове вместо мозга — солома или каша:

у него каша в голове — о том, кто путается в мыслях;

солома в голове, голова соломой набита — глупый, несообразительный.

Например: Ты говоришь глупости, у тебя не мысли, а каша в голове.

Как же можно совершать такие глупые поступки — голова как будто соломой набита!

Ум человека проявляется не только в сообразительности, богатых и разносторонних знаниях. Часто мы говорим об уме, который человек приобретает благодаря жизненному опыту. В русской фразеологии

человек, имеющий богатый жизненный опыт, может сравниваться с каким-либо животным или птицей, на которых много охотились – стреляли, травили собаками, или сравнивается с пищей, едой. Вот некоторые из них: тёртый калач, стреляная птица, старый (травленный) волк.

Ниже приведём ряд фразеологизмов, характеризующие интеллектуальные способности человека в русской речи и их значения. Эти фразеологические единицы можно дать нерусскоговорящим обучающимся как обязательный словарный минимум на практических занятиях по русскому языку для развития у них языкового чутья и интуиции, формирования коммуникативной способности.

1. Фразеологические единицы, характеризующие умственные способности:

1) наличие умственных способностей (умный):

светлая голова – очень умный, ясно, логично мыслящий человек;

ума палата у кого – либо – кто-либо очень умен;

семи пядей во лбу – очень умный, мудрый, выдающийся;

с царем в голове – очень умный, смышлен, сообразителен;

голова на плечах – кто-либо умен, сообразителен и т. п.;

иметь голову на плечах – быть умным, рассудительным, сообразительным;

2) отсутствие умственных способностей (глупый):

голова (мякиной) соломой набита – кто-либо глуп, бестолков, несообразителен;

пустая голова – 1. Глупый человек; 2. Кто-либо не умен, несообразителен, глуп;

без головы – 1. неумный, туповатый, несообразительный; 2. отмечается и второе значение: "о человеке забывчивом, рассеянном";

каша в голове – кто-либо путано мыслит, у кого-либо нет ясности в понимании, в осознании чего-либо;

дубовая голова – тупой, бестолковый человек, тупица;

дурья голова – глупый человек, дурак;

3) умственные способности в сравнительной степени, умнее:

(быть) на голову выше – намного умнее, опытнее, осведомленнее и т. п.; о превосходстве кого-либо в чем-либо;

схватиться за ум – стать благоразумнее, рассудительнее; образумиться;

набираться ума – становиться умным, уметь.

2. Фразеологические единицы со значением "утрачивать умственные способности":

сходить с ума – утрачивать способность соображать, понимать, здраво рассуждать;

ум за разум заходит – терять способность трезво, разумно рассуждать, действовать и т. п.

3. Фразеологические единицы, характеризующие обширные, всесторонние знания:

бездна премудрости – обширные и глубокие знания, сведения и т. п.;

ходячая энциклопедия – человек, обладающий самыми разносторонними знаниями, у которого всегда можно навести справку;

ходячий гугл (предполагаем, что данный фразеологизм образован по аналогии с ходячая энциклопедия) – человек, обладающий разносторонними знаниями.

4. Фразеологические единицы, характеризующие одаренность:

Бог не обидел – кто-либо с избытком наделен теми или иными способностями, талантами;

искра Божья – одаренность, талантливость, выдающиеся способности.

5. Фразеологические единицы, характеризующие отсутствие музыкальных способностей:

медведь [слон] на ухо наступил – кто-либо совсем лишен музыкального слуха.

6. Фразеологические единицы, характеризующие способности к языку и речи:

боек на язык (на слова) – находчив в разговоре, красноречив;

остёр на язык – кто-либо остроумен, язвитель;

за словом в карман не лезет – находчив в беседе, разговоре, споре;

язык хорошо подвешен – кто-либо умеет свободно, гладко говорить.

7. Фразеологические единицы, характеризующие память:

живая летопись – человек, который хорошо помнит все современные ему события;

дырявая голова – 1. человек с плохой памятью, рассеянный, забывчивый; 2. кто-либо имеет плохую память, забывчив, рассеян.

девичья память; короткая память; куриная память – плохая, слабая память.

8. Фразеологические единицы, характеризующие превосходящие способности:

хватать звезды с неба – отличаться выдающимися способностями, дарованием, умом и т. п.

Отсутствие превосходящих способностей:

звезд с неба не хватает – ничем не выдающийся, средних способностей;

пороха не выдумает – не отличается сообразительностью, не очень умен.

9. Фразеологические единицы, характеризующие мастерство:

мастер на все руки – человек, умеющий все делать, искусный во всяком деле;

золотые руки – 1. мастер своего дела; 2. умеет сделать всё, за что ни возьмется; 3. умение искусно делать.

Итак, все вышеназванные фразеологические единицы оценивают способности человека, преимущественно умственные, которые помогут выполнить ознакомительно-познавательную роль в практике преподавания русского языка, они объективно могут познакомить изучающих язык с некоторыми сведениями из истории и культуры русского языка, а также придать больше выразительности их речи.

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FROM THEORY TO PRACTICE

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Abstract:

Academic IELTS (International English Language Testing System) is a world renowned international testing system for students who wish to enter and study abroad and at prestigious universities in our country. Studying and preparing for Academic IELTS requires a systematic approach, knowledge of assessment criteria and practice, and then students will be able to pass Academic IELTS successfully.

Keywords: Academic IELTS, Reading, Listening, Writing, Speaking, skill, practice, program, elective course.

For quite a long period of time, the last 3 decades, a large number of school graduates from our country have shown a desire to enter and study at the universities abroad, in the UK, the USA, Canada, Australia, New Zealand and in a number of European and Asian countries where there are educational programs in English. But a mandatory requirement for leaving and studying is passing the English language proficiency exam according to international standards Academic IELTS (International English Language Testing System) - a world-renowned international testing system developed to confirm the level of proficiency in English for those for whom it is not native.

Even universities in Kazakhstan, such as Nazarbayev University, Kazakh-British Technical University KBTU, KIMEP require mandatory passing of the IELTS exam with an average score of 6 and 7 for admission to a bachelor's degree.

The IELTS exam was created jointly by three organizations: the British Council, the Australian Educational Organization and the University of Cambridge.

IELTS certificates are valid in more than 125 countries around the world, almost all over Europe, in the UK, Australia, the USA, Canada, New Zealand.

The list of countries accepting IELTS includes: Argentina, Austria, Belgium, Bolivia, Brazil, Bulgaria, Chile, China, Colombia, Croatia, Cuba, Cyprus, Czech Republic, Denmark, Dominican Republic, Ecuador, Egypt, Estonia, Fiji, Finland, France, Germany, India, Hungary, Israel, Italy, Jamaica, Japan, Latvia, Luxembourg, Nepal, Vietnam, Venezuela, Thailand, Switzerland, Singapore, Poland, Korea, Norway, Peru, Philippines, Slovakia.

It should be noted that General Training IELTS for work and immigration is the same in structure, but differs in the complexity of some parts from Academic IELTS. Students who are ready to take Academic IELTS can easily score high scores in General Training IELTS.

	IELTS Academic	IELTS General Training
Reading	More complex texts from scientific journals and textbooks	Texts from newspapers, advertisements, instructions, simpler in content
Listening	More complex texts from scientific journals and textbooks	A little simpler in content
Writing	Writing Task 1 – analysis and description of a graph/diagram/process/table Writing Task 2 – essay (more complex)	Task 1 – write a letter (formal/informal) Writing Task 2 – essay (simpler)
Speaking	The same for both	The same for both

For 12 years, the specialized boarding school-lyceum named after N. Nurmakov has included an elective course "Linguistic Stock" in the curriculum for grades 9-11 according to the author's educational and methodological program, 1 hour per week.

This educational and methodological program consists of 3 stages of study:

Grade 9 "Ready for FCE" (34 hours) by Roy Norris

Grade 10 "Ready for IELTS" (34 hours) by Sam McCarter

Grade 11 "Ready for IELTS" (34 hours) by Sam McCarter

Grade 9 is a preparatory stage for studying the Ready for IELTS (Academic IELTS) program, which is based on the Ready for First Certificate program.

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Academic IELTS covers testing of all the basic skills necessary for a person (the ability to speak, understand speech by ear, write and read). According to these skills, Academic IELTS consists of four parts:

IELTS Listening
 IELTS Reading
 IELTS Writing
 IELTS Speaking

Students complete IELTS Listening and IELTS Reading tasks according to strictly proposed IELTS tasks, such as multiple choice, sentence completion, matching, labeling a map, plan, diagram, classification, True / False / Not Given questions; identification of writer's views/claims. Listening and reading with such tasks, students have difficulty adapting to the vocabulary and semantic content of the texts proposed for Academic IELTS for several months.

At the beginning of the study, students have difficulty with Writing Task 1, where they need to analyze data from different types of graphs, such as Line graph, Bar chart, Pie chart, compare table data, maps of the area, describe a process based on a picture with a time limit of 20 minutes to write 150 words. By practicing these types of data analysis and learning the necessary vocabulary, students show success over time. Writing task 2 requires a detailed, expanded answer with examples on the proposed topic in 250 words within 45 minutes. Students study the writing requirements and assessment criteria to get high scores.

Particular attention is paid to IELTS Speaking, which consists of 3 parts, Speaking Part 1, a dialogue containing personal questions. For example: What is your home town like? Are you good at Art? Do you usually celebrate your birthday? What is your daily routine? There are a huge number of such questions, the likelihood that the examiner will ask them when taking the IELTS exam is small. Students study the assessment criteria for getting a high score, watch videos of real exams with assessment for low and high scores, memorize connecting words, necessary phrases and learn to demonstrate complex and varied grammar in answers to questions. Speaking Part 2 is a 2-minute monologue speech on a given topic, when you are given the opportunity to prepare for 1 minute, take notes and use them when answering. This part also requires a lot of practice. Speaking Part 3 is questions on the topic of Speaking Part 2, but of a more global scale, affecting various areas of economics, politics and education.

Monitoring of the last three years shows an increasing growth dynamics in the number of students who passed Academic IELTS at N. Nurmakov school from 9 students in the 2022-2023 academic year with an average score of 6.0 - 7.5 to 19 students in the 2024-2025 academic year with an average score of 5.5 - 7.5. Studying the English language program in senior classes in the amount of 2 suggested hours per week, students face the difficulty of passing Academic IELTS. Therefore, the introduction of an additional elective course on studying Academic IELTS is a modern necessity for studying in senior classes, since our updated educational program in schools today is aimed at the development and formation of a competitive personality in the field of education and science in the world.

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ROLE OF GAMIFICATION TECHNOLOGIES IN THE LEARNING LANGUAGES

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Abstract:

Gamification technology in language learning fosters a more interactive, motivating, and personalized learning experience, which can make the process more effective and enjoyable for learners. By integrating game mechanics into educational platforms, language learners can enjoy a fun and interactive experience while simultaneously improving their language skills. This article explores the pivotal role that gamification technologies play in enhancing the process of learning languages.

Keywords: gamification, platforms, mechanics, motivation, collaboration, inspiration, game-based, approach.

Today we live in a modernized world, new technologies in education are improving day by day. One of them is- Gamification. It refers to the use of game-design elements and principles in non-game contexts, such as education. By applying techniques like scoring systems, rewards, competition, and achievements, gamification aims to engage, inspire and motivate learners, making the process of acquiring new knowledge more enjoyable and fun. In language learning, these elements have proven to be highly effective, offering learners a dynamic and immersive experience.

The role of motivation in this sphere. One of the most significant advantages of gamification is its ability to boost motivation. Language learners often struggle with maintaining consistency and motivation, especially when progress slows down. Gamified learning platforms, such as Duolingo or Learn languages, introduce game mechanics like points and levels to provide immediate feedback and rewards. This constant sense of progression motivates learners to continue practicing regularly. The ability to level up and unlock new challenges gives learners a sense of achievement, encouraging them to keep going.

Furthermore, gamification introduces an element of entertainment, which helps students associate language acquisition with pleasure rather than a chore. When students enjoy the process, they are more likely to stick with it and make consistent progress.

Learning actively. Unlike traditional, passive learning methods where students can memorize vocabulary or grammar rules, gamified language platforms encourage active learning. This is very effective because it makes simple learning more interesting. Students engage with the material by solving puzzles, answering quizzes, and completing tasks or tasks that require the use of language. These interactive experiences force students to apply what they have learned in context, reinforcing their understanding and improving their recall. This is the advantage of this method. For example, a student can navigate a virtual world where they must use their language skills to interact with characters, make decisions, or complete tasks. By applying language knowledge in an active, contextual setting, students learn more deeply and develop practical understanding. Gamification brings language learning to life by placing learners in realistic, interactive scenarios. Virtual worlds, simulations, and role-playing games allow learners to apply their language skills in engaging and meaningful contexts. For example, a learner can practice ordering food at a restaurant, interacting with an employee and company, negotiating a price at a market, or navigating a new city—all in the target language.

These contextual experiences not only reinforce vocabulary and grammar during language learning, but also improve cultural understanding and comprehension. By seeing language used in context, learners can understand how to use specific words, phrases, and structures correctly in real-life situations. This immersive form of learning helps bridge the gap between theoretical knowledge and practical application.

Collaboration and social interaction. Many gaming platforms include social elements such as multiplayer modes, leaderboards, and community challenges. Students can compete with their friends or other users, which can add an element of friendly competition that motivates them to work harder and reach higher levels. Competition is always a key factor in accelerating the process of achieving something. Collaborative tasks also allow students to communicate with each other, helping them practice speaking and writing in real time.

Another important aspect of collaborative games is that students who do not know each other well can become friends through the game. The social interaction in learning languages through games also helps them

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use the language in practical, conversational situations. Whether collaborating with others to complete a mission or joining a group competition, students can practice their communication skills in a supportive and fun environment.

In conclusion, Gamification technologies have revolutionized language learning by making it more interactive, fun, and effective. It's no wonder that this technology is so widely used today. By incorporating game elements such as rewards, challenges, and social interaction, it not only motivates students to practice, but also provides them with the tools to learn more effectively. With the added benefits of active learning, communication-building processes, personalized experiences, and reduced anxiety, gamification has the potential to transform the way we approach language acquisition. In the future, as technology continues to evolve, we can expect game-based language learning to become an even more integral part of the educational landscape. In its place, new technologies such as gamification are seen as one of the important factors in language learning.

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THE IMPACT OF TECHNOLOGY ON LANGUAGE LEARNING

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Abstract:

Advancements in technology have reshaped how individuals acquire new languages, offering diverse tools and methods that enhance the learning experience. This article explores how digital platforms, artificial intelligence, and interactive applications influence language education. It highlights both the advantages and challenges posed by technology and provides strategies for its optimal integration in learning environments.

Keywords: Technology, language acquisition, digital platforms, AI, online education, learning tools.

Language learning has undergone a significant transformation due to digital innovations. The introduction of online courses, AI-powered applications, and interactive tools has enabled learners to develop language skills in ways that were previously unimaginable. Platforms such as Duolingo, Rosetta Stone, and Babbel offer personalized learning experiences, while AI-driven tutors provide real-time feedback and adaptive lessons tailored to individual progress.

Examining the role of technology in language learning requires a closer look at its impact on accessibility, learner engagement, and instructional strategies. This article delves into these aspects and offers recommendations for effectively integrating technology into language education.

Enhancing Accessibility and Learning Opportunities. The use of technology has broadened access to language education, allowing individuals to learn at their convenience. Mobile apps, e-learning resources, and virtual classrooms facilitate flexible study schedules, while video conferencing tools like Zoom and Microsoft Teams enable real-time communication with native speakers. These innovations create immersive experiences that were once limited to in-person interactions.

Additionally, online resources such as open educational platforms and digital libraries provide learners with valuable materials, reducing dependency on traditional textbooks. However, disparities in digital access can limit opportunities for some individuals, making it essential to address connectivity issues and promote digital inclusivity.

Boosting Engagement and Interaction. Technology has redefined learner engagement through gamification, multimedia content, and interactive learning techniques. Applications that incorporate rewards, challenges, and progress tracking encourage consistency and motivation. Virtual reality (VR) and augmented reality (AR) simulations further enhance immersion, allowing learners to practice real-world scenarios in a controlled environment.

Social media and online forums also foster language practice by connecting learners with native speakers and other language enthusiasts. AI-driven language exchange platforms facilitate conversations, strengthening linguistic and cultural competence. While these digital interactions offer numerous benefits, they cannot entirely replace the depth of in-person communication, making it important to balance digital and traditional learning approaches.

Innovating Teaching Methodologies. The integration of technology has revolutionized teaching methodologies by enabling personalized and adaptive learning. AI-powered platforms analyze learner performance, providing customized feedback and tailored lessons. Speech recognition tools enhance pronunciation accuracy, while intelligent tutoring systems help learners refine their language skills.

Educators also benefit from digital advancements, as learning management systems (LMS) support lesson planning, assessment tracking, and resource sharing. However, the successful adoption of these technologies depends on adequate training for educators, ensuring they can effectively implement digital tools in their teaching strategies.

Practical Strategies for Effective Integration. To maximize the benefits of technology in language learning, the following approaches can be adopted:

1. **Develop Digital Literacy** – Equipping both educators and learners with the skills to navigate digital tools enhances the learning process.

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2. Adopt a Blended Approach – Combining technology with conventional teaching methods ensures a well-rounded educational experience.
3. Leverage AI for Personalization – Adaptive learning technologies can be used to tailor lessons according to individual needs.
4. Encourage Interactive Learning – Engaging learners through discussion forums, virtual exchanges, and multimedia content fosters deeper understanding.
5. Promote Inclusive Access – Addressing technological disparities ensures equitable learning opportunities for all students.

Conclusion

Technology has significantly influenced language learning, making it more interactive, accessible, and personalized. While digital advancements have introduced innovative teaching methodologies, challenges such as digital accessibility and overreliance on automation must be carefully managed. By blending traditional methods with technological tools, language learners and educators can optimize the benefits of digital resources while preserving essential linguistic depth and comprehension.

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GAMIFICATION AS TOOLS FOR ENHANCING LEARNING ABILITIES: THEORY AND PRACTICE

F. Murodova ¹

Abstract:

Gamification is the practice of applying game mechanics and design elements to non-game contexts to increase user engagement. It appears in contexts of business, education and personal development. This article explores how gamification facilitates language learning from a learner's perspective. The objective of this is to find out how gamification can facilitate second language acquisition, if it can that is and what kind of user experiences modern game-based learning tools can offer. It is written from an individual language learner's point of view within the frame work of language learning theories and study made in the field of gamification.

Keywords: Technology, language acquisition, digital platforms, gamification, learning tools.

INTRODUCTION

Gamification is to use game elements in a non-game context to increase engagement between human and computer, on the other hand, to encourage in-demand for good behaviors in learning. This research tried to increase student engagements in learning by conducted Gamification technique especially in difficult subjects such as Programming Language courses. Student engagement refers to the degree of attention, curiosity, interest, optimism, and ardour that college students exhibit when they are getting to know or being taught, which extends to the stage of

motivation they have to study and growth in their education. There are numerous techniques that can amplify the engagement of the user.

Language learning through gamification.

Competition is another approach that can be used in corporation's gamification as an accurate characteristic. Gamification can facilitate motivation which brings about the engagement of users, resulting in higher overall performance and alternate of behavior. Consequently, elucidated that a strategy which can effortlessly amplify the engagements and applied in an exciting manner (such as games like elements) ought to be adopted in gaining knowledge of difficult subjects. Gamification refers to the use of recreation factors in a non-game context to expand engagement between human beings and computer systems and to clear up troubles correctly.

Traditional educational methods no longer work because they are designed to make learners fundamentally passive. They focus on instructing learners in specific and limited processes before testing what learners can remember from what they have been told. Often, tests do not consider the variable factors that can affect the trial's outcome: learning styles, ages, and abilities, learners' performance on a particular day, whether they have had enough sleep the night before, or whether they have eaten before taking the test. Moreover, when teachers are on their feet and teaching for 6 or 7 hours, all day, every day, it is all too easy for them to reteach literally by the book to achieve school goals. Sticking rigidly to the textbook, delivering teacher-centred lessons without considering students' learning styles and experiences, and assessing students based on what they can remember all result in inferior education. Students do not need textbooks. No number of books and no amount of class time will do any good. There is no engagement. Essentially, there is no learning. Learners need hands-on, interactive experiences that stimulate their understanding and aptitudes to help them deal with real-world concerns. As a manner of fact, learners should be actively involved in the education process. It is where play-based wisdom comes in. Gamification, game-based learning, or game based learning refers to a game with clear and defined learning outcomes. It means using well-designed digital and non-digital games to stimulate learners' language, critical thinking, and problem-solving skills. Include game elements in the learning environment to drive engagement and participation. A group of people sits while the teacher gives them a game. Not all games are the same. Teachers need to reconsider the structure of the play experience: are the learning outcomes clear, and could it leave learners frustrated or bored? Ultimately, all learning environments should encourage active and critical learning, not passive. Game-based instruction furnishes this flawless background.

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Gamification works because it taps into the natural human inclination for play and competition. Games are designed to be engaging and rewarding, which can help motivate learners to practice more frequently. By incorporating elements such as points, badges, and leaderboards, gamification creates a sense of achievement and progress, which can be particularly motivating for children.

Furthermore, games often provide immediate feedback, allowing learners to see the results of their efforts right away. This instant gratification can help maintain motivation and encourage continued practice. In contrast, traditional language learning methods often involve delayed feedback, which can be less effective in maintaining engagement.

Learning Languages with Video Games

With a huge boom in the global online gaming market in recent years, our modern day digital education industry has been leveraging online gaming for foreign language learning. With so many companies, apps, and even educators applying gamified learning to their services, products and classrooms, learning a foreign language has never been so fun and accessible! Because of this shift, parents are no longer reliant on expensive tutors or schools to teach their kids a foreign language. Gamification in education is opening the doors to new, exciting, affordable and accessible ways for kids to learn a second language!

Video games have the potential to revolutionize the way children learn foreign languages. These games provide an immersive environment where learners can practice language skills in context. By interacting with characters, solving puzzles, and following storylines, children can develop their vocabulary, grammar, and pronunciation in a fun and engaging manner. Language learning video games can incorporate comprehensible input, storytelling, and play-based learning, making them an ideal tool for young learners.

Video games can play a significant role in language learning by providing an immersive and interactive environment. Unlike traditional methods, which often involve passive learning, video games require active participation. Learners must interact with characters, solve puzzles, and follow storylines, all of which require the use of the target language. This active participation helps reinforce language skills and makes learning more engaging. Additionally, video games often provide context for language use, which can help learners understand and remember new vocabulary and grammar structures. By seeing the language used in context, learners can develop a deeper understanding of how the language works.

In education, gamifying lessons serves to increase engagement through fun and enjoyment. Fun and enjoyment are highly influential in the process of learning because, as polyglot Alfred Mercier states, "What we learn with pleasure, we never forget."

CONCLUSION

The gamification process is not about turning products into games. Rather, it is a mechanism by which aspects of games and their use in non-game products or services are simulated. The integration of fun elements that affects human emotions and motivation, students get more enjoyable experience. Using gamification can be especially useful when students do not want to complete them. Gamification can really help with children's learning. The more students are engaged in the learning process the better they learn new material. A person learns throughout life, but not always this process is simple. Gamification can also teach a person to solve complex learning tasks by means of the game. By adding a fun factor, you can encourage and stimulate the student by masking or even deleting the negative emotions associated with these tasks. Perhaps gamification will soon be able to replace some aspects of children's learning. But it is not always possible to present everything to the child from the game side. We must not forget that the learning process should remain pleasant for the child. Having discouraged the desire to learn in childhood, it will be even more difficult for the child in the future.

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ИЗУЧЕНИЕ ГЛАГОЛЬНЫХ ПРИСТАВОК В ПРОИЗВЕДЕНИЯХ ТАДЖИКСКИХ И РУССКИХ ПИСАТЕЛЕЙ

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Аннотация:

В данной статье рассматриваются глаголы движения с приставкой от- в произведениях таджикских и русских писателей. Глаголы движения и глаголы со значением перемещения лица или предмета в пространстве в русском и таджикском языках, глаголы со значением деления предмета на части с помощью другого предмета или инструмента, глаголы со значением перемещения одного предмета относительно другого, глаголы со значением соединения с приставкой от- имеют значение отделения одного предмета от другого, глаголы с приставкой от- имеют значение аннулирования результата предшествующего действия, отказаться или заставить отказаться от чего-либо, глаголы со значением обработать поверхность предмета полировать и другие.

Ключевые слова: глагол, произведение, предмет, перемещение, движение, аннулирование, действие, обработать, оказаться.

Тип словообразования с префиксом от- характеризуется как «живой и продуктивный» [2, 65]; глаголы, в состав которых входит эта морфема, «как правило, обозначают движение прочь от предмета, отдаление от него» [4, 590]. Действительно, большое количество глаголов, употребляющих данную приставку, являются глаголами движения, однако, этим употребление приставки от- не ограничивается.

Наиболее удачная, на наш взгляд, классификация значений данной приставки представлена в учебном пособии «Изучение глагольных приставок» А.Н. Барыкиной [1, 96]. В данном пособии представлены следующие значения глаголов с приставкой от-:

Глаголы движения и глаголы со значением перемещения лица или

предмета в пространстве в русском и таджикском языках ставить- гузоштан, стать - шудан, сесть - нишастан, ступить – қадам ниҳодан, толкнуть – тела додан, бросить - партофтан, кивнуть – сар чунбондан - и др. с приставкой от- обозначают удаление на небольшое расстояние: отойти – як тараф истодан, отбежать – давида дур шудан, отъехать - рафтан, отлететь – парида рафтан, отползти – хазида дур шудан, отогнать – ҳай кардан, рондан, отставить - он тарафтар (як сӯ, дур) гузоштан, отстать-, ақиб (қафо, пас) мондан отсесть - чудо, алоҳида (дуртар) нишастан, отступить - ақиб гаштан (рафтан), худро ақиб кашидан, оттолкнуть(ся) - тела (такон) додан, тела (такон) дода дур кардан, отсадить - алоҳида (чудо) шинондан. Например: Очень хорошо, по дороге к Фреду и Джорджу можно будет еще заглянуть в аптеку и к Илопсу... Не отходите в сторону, держитесь поближе друг к другу; Здоровенный волкодав Клык бежал за ним по пятам; Клык оглушительно залаял и рванулся вперед. — А ну-ка отойдите от него! Он вам сейчас пальцы пооткусает... А-а, это вы.. [2, 90]. Пас аз инқилоби Бухоро низ устод Айни бо ҳукумати нави шӯравии Бухоро муносибати сарде дошт, аз онҳо мансаб нагирифт (пешниҳодно рад кард), ҳатто ба Бухоро барнагашт, яъне аз ҳукуматдорони нав дуртар истодан хост, дар Самарқанд монд.

Переходные глаголы движения отнести - бурдан, бурда расондан (додан, мондан), отвести - бурдан, бурда расондан (мондан), отвезти - бурдан, кашоидан, бурда мондан (савора) с приставкой от- и в русском и в таджикском языках имеют значение доставить на место, к цели.

Ты отнесла письмо на почту?- Ту мактубро ба почта бурдӣ?

Один из гостей сказал нам, что отвезет нас домой на машине. – Яке аз меҳмонон ба ман гуфт, ки моро бо мошин ба хона бурда мерасонад.

Глаголы со значением деления предмета на части с помощью другого предмета или инструмента (резать, пилить, рубить, колоть, ломать, рвать, кусать, грызть) с приставкой от- имеют значение отделения части от целого – отрезать - буридан, бурида чудо кардан, бурида гирифтан, қатъ кардан, отпилить – арра карда чудо кардан, отрубить - буридан, бурида гирифтан, чудо (қатъ) кардан, отколость - кафонда гирифтан, шикаста чудо кардан, зада пора кардан, шикастан, паррондан; отломать - шикаста чудо кардан, шикаста (канда) гирифтан, оторвать, откусить – газида гирифтан, отгрызть - хоида (газида) хӯрдан, хоида чудо кардан, бо дандон кандан (буридан), оттолкнуть – тела кардан:

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Её быстро оттолкнули в сторону, притиснули к забору, и мимо нее, колыхаясь, потекла густая волна людей – их было много, и это радовала её (стр. 134) – Ба зуди уро ба як су тела доданд, ба тарафи девор зада бароварданд, аз пеши у мавчи одамон бо чушу хуруш равона шуда мерафт, мардум зиёд буданд ва ин модарро хушхол мекард. Гарри попробовал конфеты со вкусом жареного хлеба, кокоса, фасоли, клубники, травы, кофе, сардин... И даже смело откусил кусочек от серой конфетки, к которой Рон побоялся прикоснуться, — оказалось, что она была со вкусом перца.

Глаголы со значением перемещения одного предмета относительно другого (лить, сыпать), а также глаголы пить, брать имеют значение отбавления — отсыпать - рехта чудо кардан (гирифтан, додан); отсыпать килограмм мукй як килограмм орд додан; отсыпать соли в солонку намакро ба намакдон андохтан; отлить- рехта кам кардан, рехта гирифтан, рехтан, андохтан; отлить вина шароб рехтан, отпить - фарбеҳ (бӯрдоқӣ, охуӣ) кардан; отпить телёнка ғӯсоларо хӯронда фарбеҳ кардан, отобрать - кашида гирифтан, мусодира кардан; пас гирифтан; отобрать книги китобхоро кашида гирифтан. Например: Отлив обнажил широкую песчаную отмель. Воздух после дневного зноя стал таким холодным, что я сильно озяб в своем легком камзоле; Нам придется только подождать, пока вода не начнет спадать, – возразил моряк, – и тогда отлив доставит наши дрова как раз к Гротам; Вот она чуть повернула голову, чтобы отпить из кубка, и Гарри, к своему ужасу, узнал это бледное жабье лицо и выпуклые, с кожистыми мешками глаза; В руке она держала чашу, и она поднесла её к губам и отпила немного, желая им быстрой езды, и затем протянула чашу Арагорну, и он выпил её со словами [2, 102].

Глаголы со значением соединения с приставкой от- имеют значение отделения одного предмета от другого – отсоединить - кушодан, яла (во, боз) кардан; отвязать лошадей аспхоро кушодан; отвинтить - тоб дода кушодан, тоб дода яла (во, боз) кардан; отвинтить гайку ҳалқаи мурватро тоб дода кушодан; открепить - кушодан, яла (во, боз) кардан; отвязать лошадей аспхоро кушодан; отстегнуть- кушодан, во (яла, боз) кардан; отстегнуть крючки чангакхоро во кардан; отстегнуть кобуру - ғилофи таппончаро аз миёнбанд во кардан; отклеить - чудо карда гирифтан, канда гирифтан; отклеить марку маркаро канда гирифтан; отключить - баровардан, буридан, катъ кардан, хобондан, хомӯш кардан. Например: Синеглазка отклеила пластырь, обрезала ножницами в виде кружка и приклеила обратно на лоб. Седой как снег, без единого черного волоска, старик, который недавно еще был Римским, подбежал к двери, отстегнул пуговку, открыл дверь и кинулся бежать по темному коридору. Я отстегнул ремни — и это было последнее, что мне удалось сделать в этот день, в эту неделю, в этот месяц, в эти четыре месяца... Но не станем забегать вперед.

Некоторые глаголы с приставкой от- имеют значение аннулирования результата предшествующего действия, отказаться или заставить отказаться от чего-либо: отговорить - маслиҳат дода боздоштан, аз коре баргардондан; отговорить от поездки маслиҳат дода аз нияти сафар баргаран, отсоветовать - маслиҳат надодан, салоҳ надоништан, бо маслиҳат аз фикре (аз нияте) гардондан; отклонить - ба тарафе гардондан, майл кунондан, хам кардан; отклонить ветку шохчаро хам кардан; -отучить(ся)- даст кашидан, тарки одат кардан, партофтан, фаромӯш кардан; отучиться от курения тамокукаширо партофтан; отвыкнуть - тарки одат кардан, аз одате даст кашидан, одатро партофтан; отвыкнуть от курения тамокукаширо партофтан, отказать(ся) - розӣ (ризӣ) нашудан, нахостан, даст кашидан, гардан тофтан, сар печидан, қабул накардан; отказать ответить ҷавоб додан нахостан; отказать от поездки аз сафар даст кашидан; отказать от первоначального плана аз нақшаи аввалӣ даст кашидан; отказать от своих слов аз қавли худ гаштан, отменить - бекор (лағв, ботил, мансӯх) кардан, барҳам додан; мавқуф гузоштан; отменить приказ фармонро бекор кардан; отменить у приговор ҳукмро бекор кардан; отменить занятие кружка машғулияти маҳфилро мавқуф гузоштан. Например: Ба хотири амну озоиш ва зарару озор надодан ба ҳаёту ғайбӣ дигарон дини мубини Исломи баъзе ҳуқуқи қоидаҳои роҳандозӣ кардааст, ки ҳангоми иҷрои онҳо миёни одамон, ба хусус миёни ҳамсоягон меҳру муҳаббат, дустии бародарӣ, садоқату вафодорӣ ва муносибатҳои неку ҳасана барқарор мегардад. Аввалан нақӣ кардан ба ҳамсоягон (чи хеш бошад чи бегона) ва тарки кибру худситоӣ нисбати онҳо: «Ва Худоро бипарастед ва чизеро шарикӣ муқаррар макунед ва ба падару модар ва ба хешон ва ятимон ва ғайба ва ҳамсояи хешованд ва ҳамсояи бегона ва ҳамнишини наздик ва мусофир ва он, ки дастӣ шумо молик шуд, наққорӣ кунед!» [2, 109].

Некоторые глаголы, такие, как откликнуться - ҷавоб (овоз, садо) додан; аз худ хабаре додан; откликнуться на чей-л. зов ба даъвати касе ҷавоб додан; отозваться - ҷавоб (овоз, садо) додан, иҷобат кардан; отозваться на чей-либо зов, ба даъвати касе ҷавоб додан // (подать весть о себе) аз худ хабаре додан обозначают ответное действие: — Не сомневаюсь, — сказал, не сумев сдержаться, Гарри. — Вот именно, — слабо улыбнувшись, откликнулся Дамблдор. — А теперь пора послушать домового эльфа Похлебу, состоявшую в прислугах у очень старой и очень богатой волшебницы по имени Хэпзиба Смит. И папе я тоже крикнул, что они не имеют права. — Не имеют права, — серьезно откликнулась Крелле. —

Трилле, милый, мы каждый год посылаем овец на бойню, и ты никогда так не расстраивался, — сказала мама и вытерла мне слезы. Все отделения милиции горячо откликнулись на этот призыв, и скоро целая сотня милиционеров рыскала по всему городу, стараясь отыскать Свистулькина.

Глаголы со значением обработать поверхность предмета полировать – сайкал чило додан, лакировать – лок задан, пардоз кардан, шлифовать – суфта кардан, штукатурить – андовидан, ловидан, чистить – тоза кардан, точить – тез кардан, қайроқ задан с приставкой от- обозначают тщательность, завершенность действия — отполировать - суфта (пардоз) кардан, сайкал (чило) додан; отполировать стол мизро пардоз додан; отшлифовать - сайкал (пардоз) додан, суфта кардан; отшлифовать стекло оинаро сайкал додан; отшлифовать доску тахтаро тарошида суфта кардан, отлакировать - лок задан, сир давондан, пардоз кардан; отлакировать у щкатулку сандукча лок задан; отштукатурить - ндова (гилкорй) кардан; отштукатурить комнату хонаро андова кардан; отчистить - тоза (пок, покиза, тамиз) кардан; равондан; отчистить сапоги мўзаро тоза кардан; отчистить пятно доғро равондан; отточить - тез (бурро) кардан, чарх доштан; отточить карандаш қаламро тез кардан; отточить саблю шамшерро чарх доштан:

Основываясь на положении, предложенном М.А. Кронгаузом, рассмотрим также различные виды взаимодействия различных приставок друг с другом. «Приставки могут вступать по отношению друг к другу в антонимичные и синонимичные отношения» [6, 15].

Антонимичное значение приставки от- в значении движения от предмета (на некоторое расстояние) представлено приставкой под- в значении приближения к объекту. Данная связь будет проявляться в глаголах движения, а также в глаголах отсесть — чудо, алоҳида (дуртар) нишастан; отсесть от окна аз пеши тиреза дуртар нишастан; Подсесть - дар паҳлуи касе нишастан, наздиктар нишастан; ҳамсафар шудан, ҳамроҳ шудан. Отодвинуть — тела (такон) додан, ақиб (пас, канор) кашидан, дур кардан; отодвинуть стол мизро пас кашидан // что кушодан, боз (во, яла) кардан; отодвинуть засов ғалақаи дарро кушодан. Пододвинуть - наздик кардан, пештар гузоштан, тела дода наздик овардан, наздиктар кардан; стул к столу курсиро ба пеши миз овардан, харакро ба миз наздик мондан (гузоштан). Отступить — ақиб гаштан (рафтан), худро ақиб кашидан; отступить в испуге тарсида ақиб гаштан. Подступить- наздик шудан (омадан) // ҳучумкунон наздик омадан; неприятель подступил к городу душман ба шаҳр ҳучумкунон наздик омад. Оттолкнуть — тела (такон) додан, тела (такон) дода дур кардан; оттолкнуть стул харакро тела дода дур кардан

Подтолкнуть - охиста тела додаи, нихта кардан; нўккй кардан; подтолкнуть бревно ғўлачўбро охиста тела додан; подтолкнутького-л. локтем бо оринч касеро нихта кардан. Отскочить — қаҳидан, ҷастухез кардан, паридан, қаҳида дур шудан; отско́чй ть в испуге аз тарс як қад паридан; он отскочил от окна ў аз пеши тиреза қаҳида дур шуд подско́чить - аҳидан, ҷастан, хез задан, паридан; он подско́чил от радости вай аз хурсандй қаҳид. давон омадан (рафтан, расидан), хез зада омадан (рафтан, расидан); подско́чить к окну хез зада ба пеши тиреза рафтан. Отгрести — бел кардан, бо хаскашак тоза кардан; отгрести снег от входа барфи дами дарро бел кардан, бел зада (кашида) дур шудан; отгрести от берега бел зада аз соҳил дур шудан.

Подгрести - тўда (тўп) кардан, ғун кардан, ғундоштан; подгрести сено к сараю хасбедаро ба назди молхона тўп кардан // под кого-что ба таг тўп кардан; подгрести под себя солому пахолро ба таги худ кашидан. Отозвать — чеғ зада гирифтан (овардан), пас чеғ задан; отозвать кого-л. в сторону касеро ба тарафе чеғ зада овардан, бозхостан, чеғ зада оварондан, пас хондан, бекор кардан; отозвать своих представителей намояндагони худро чеғ зада оварондан; отозвать посла сафирро бозхостан. Подозвать - чеғ задан, фарёд (садо) кардан, бо имову ишора чеғ задан. В значении отсоединения приставка от- в русском языке является антонимом к приставке при - в значении сближения предметов, скрепления, соединения: присоединить — отсоединить, приставить — отставить, придвинуть — отодвинуть, привинтить — отвинтить, прикрепить — открепить, привязать — отвязать, приколоть — отколоть, прицепить — отцепить. Эта связь работает также в метафорическом плане: приучить — отучить, привыкнуть — отвыкнуть. Синонимичная связь приставки от- прослеживается с приставкой у-, которая имеет общее значение удаления. При этом глаголы движения с приставкой от- имеют значение удаления на небольшое расстояние, в сторону, а глаголы движения с приставкой у- имеют значение полного удаления: отъехать от города на пять километров – панҷ километр аз шаҳр дур шудан, отойти от товарища – аз назди рафиқ он тараф рафтан, отбежать от ворот – аз дарвоза дур давидан; уехать из города – аз шаҳр рафтан, уйти домой – хона рафтан, убежать из парка – аз парк гурехтан: Портрет отъехал в сторону, и они пробрались сквозь дыру в стене в общую гостиную и устало повалились в кресла, дрожа от долгого бега и всего пережитого.

В данной работе показали некоторые особенности использования глаголов движения с приставкой от- в художественном тексте. Приведенная классификация, значения приставки ОТ- могут варьироваться в зависимости от глагольной основы, что подтверждает гипотезу М.А. Кронгауза о том, что семантическое

наполнение приставочного глагола в русском языке зависит как от значения самой приставки, так и от способа ее взаимодействия с глагольной основой.

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ПРОЦЕСС ФОРМИРОВАНИЯ ИННОВАЦИОННОЙ КУЛЬТУРЫ БУДУЩЕГО УЧИТЕЛЯ

С. Сулейманова ¹, С. Нурметова ²

Аннотация:

В статье рассмотрена объективная необходимость и условие достижения высокого качества современного образования посредством использования современных инновационных образовательных технологий. Инновационное обучение является новым подходом в образовательной системе, включающий в себя личностный подход, прочность знаний, умений и навыков, творческое начало, профессионализм, использование новейших технологий. Обучение русскому языку и литературе по инновационным технологиям – это организация учебного процесса по-новому, ориентированная на стремление учащихся к активной коммуникативной деятельности, к диалогу, включение в познавательную деятельность его эмоционального, интеллектуального потенциала.

Ключевые слова: инновационный процесс, образование, преподаватель, современные условия, процесс обучения русскому языку, учебные заведения экономического профиля.

XXI век – это век развитий, с этой точки зрения в современном мире к проблемам обучения уже нельзя относиться как раньше. Поэтому в сфере обучения, и вообще во всех сферах, очень актуальны такие понятия как «инновация», «инновационные технологии», «инновационный подход». В современной методике преподавания русского языка как иностранного чаще всего используются инновационные технологии. И это не случайно. Современное общество, современное отношение к жизни предъявляют к обучению и современные подходы. Почему в нынешнее время огромное внимание уделяется к использованию инновационных технологий в образовании? Это, в первую очередь, связано с тем, что в современном образовании изменилось место учителя, его роль в процессе обучения. Теперь в процессе обучения учителю следует не давать обучающимся готовые знания, а научить их добывать знания, работать над собой. Научить их как можно больше читать книги и самим делать выводы. А учитель в этом процессе указывает путь к приобретению знаний, служит как бы «путеводительной звездой». И это очень важно тогда, когда учащиеся изучают русский язык как иностранный. Инновация (innovatis: in – в, novus – новый) в латинском языке означает вхождение нового в некоторую сферу, вживание в нее и порождение целого ряда изменений. Значит, инновация – это, с одной стороны, процесс обновления, реализации, внедрения, а с другой – это деятельность по вращиванию новации в определенную практику [9].

Наука, которая занимается созданием педагогических новшеств, их оценкой, использованием и освоением на практике, называется педагогической инноватикой. Это молодая наука, в о ней начали говорить только в конце 80-х годов XX. в., когда возникло движение учителей-новаторов. Стали появляться не только отдельные учителя, но и целые школы, опирающиеся на инновационные педагогические системы, разрабатываемые отечественными педагогами-учеными и педагогами-практиками: Ш. А. Амонашвили, М. А. Балабаном, В. С. Библером, В. В. Давыдовым, Н. П. Гузиком, И. Ф. Гончаровым, Ю. В. Громыко, Н. П. Гузиком, В. А. Караковским, А. А. Католиковым, А. Н. Тубельским, А. В. Хуторским, В. Ф. Шаталовым, М. П. Щетининым, Е. А. Ямбургом и др. Сейчас педагогическая инноватика находится в стадии становления. В середине 1980-х годов стали проводиться широкие исследования различных форм инноваций в педагогике и в системе образования, осуществляется обобщение тех инноваций, которые предложены педагогами и администраторами школ различных ступеней в разных странах, налаживается международное сотрудничество в разработке этого круга проблем. Новый подход к инновационным процессам был связан с противопоставлением инновации и институционализации. В этот период под инновацией понимали такую форму индивидуального или группового поведения, когда отдельный человек или группа достигают социально признанной цели средствами, которые еще не были институционализированы в предшествующем обществе. Инновация оказывается связанной с процессами институционализации новых форм поведения [2]. Что касается понятия «инновационная деятельность», то его необходимо рассматривать в пространстве определенной практики. С точки зрения конкретного

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субъекта этой практики инновационной можно считать всякую деятельность, приводящую к ее существенным изменениям по сравнению с существующей традицией. Инновационная деятельность – это деятельность, направленная на решение комплексной проблемы, порождаемой столкновением сложившихся и еще только становящихся норм практики либо несоответствием традиционных норм новым ожиданиям. Тогда инновация оправдана, более того, необходима. Когда инновационный опыт осуществления этой деятельности становится доступным другим людям, происходят фиксация инновационного опыта, его культурное оформление и механизмы трансляции [8]. Если инновационная деятельность отвечает трем предыдущим условиям, то ее особый смысл заключается в направленности на преобразование существующей практики либо на порождение принципиально новой практики. В этом случае в ней должен присутствовать вектор «институционализации», организационно-управленческое оформление нововведений и их нормативное закрепление в изменяющейся практике. Инновационная деятельность представляет целостную систему взаимосвязанных видов работ, совокупность которых обеспечивает появление действительных инноваций, а именно: гуманитарные и педагогические науки – научно-исследовательская деятельность, направленная на получение нового знания о том, как нечто может быть («открытие»), и о том, как нечто можно сделать («изобретение»); – проектная деятельность, направленная на разработку особого, инструментальнотехнологического знания о том, как на основе научного знания в заданных условиях необходимо действовать, чтобы получилось то, что может или должно быть («инновационный проект»); – образовательная деятельность, направленная на профессиональное развитие субъектов определенной практики, на формирование у каждого личного знания (опыта) о том, что и как они должны делать, чтобы инновационный проект воплотился в практике («реализация»). Иначе говоря, собственно инновационная деятельность направлена на то, чтобы открытие превратить в изобретение, изобретение – в проект, проект – в технологию реальной деятельности, результаты которой, по сути, и выступают в качестве новации [1].

Еще одно принципиальное различие необходимо провести между понятиями «новация» и «инновация». Основанием такого различия должны служить конкретные формы, содержание и масштаб преобразовательной деятельности. Так, если деятельность кратковременна, не носит целостного и системного характера, ставит своей задачей обновление (изменение) лишь отдельных элементов некоей системы, то мы имеем дело с новацией. Если деятельность осуществляется на основе некоторого концептуального подхода и ее следствием становятся развитие данной системы или ее принципиальное преобразование, мы имеем дело с инновацией [7]. Как педагогическая категория, этот термин относительно молод, и в этом одна из причин того, что существуют разные подходы к определению данного понятия. В самом общем смысле инновация – это конечный результат инновационной деятельности, воплощенный в виде нового или усовершенствованного продукта; нового или усовершенствованного технологического процесса. Педагогическая инновация – это изменения, направленные на улучшение развития, воспитания и обучения объектов образования. Инновации в образовании понимаются в широком смысле как внесение нового, как изменение, совершенствование и улучшение существующего. Новизна всегда носит конкретно-исторический характер. Не имеет значения, являются ли в настоящее время идея, концепция, технология объективно новыми или нет, можно определить время, когда они были объективно новыми. Рождаясь в конкретное время, прогрессивно решая задачи определенного этапа, новшество быстро может стать достоянием многих, нормой, общепринятой массовой практикой или отжить, устареть, стать тормозом развития в более позднее время. Поэтому педагогу нужно постоянно следить за новшествами в образовании и осуществлять инновационную деятельность. Таким образом, под инновацией понимается не просто создание, распространение новшеств, а изменения, которые носят существенный характер, сопровождаются изменениями в образе деятельности, стиле мышления [7]. Важнейшими составляющими педагогической инновации можно считать наличие соответствующего исследовательского, проектного, управленческого компонентов [10].

Инновационный процесс – это процесс развития, объект управления развитием образовательного учреждения, процесс разработки и освоения новшеств [1]. Инновационные технологии – это производство (изобретение) нового для системы образования компонента [8]. Нововведение – это процесс введения «новшеств» – таких компонентов или связей, которых раньше не было в образовательной системе. Процесс перехода системы из одного качественного состояния в другое на основе внедрения инноваций [3]. На наш взгляд, следует различать новшества и нововведения. Если под педагогическим новшеством понимать некую идею, метод, средство, технологию или систему, то нововведением в этом случае будет процесс передачи в практику и освоения этого новшества. С помощью конструирования нововведений можно управлять развитием образовательных систем как на уровне школы, так и на уровне региона, страны. В основание классификации инноваций можно положить

определенные критерии, на основе которых она будет проводиться. Первый критерий связан с областью, в которой осуществляются новшества. Вторым общим критерием можно считать способ возникновения новаторского процесса, третьим – широту и глубину новаторских мероприятий, а четвертым – основу, на которой проявляются, возникают новшества [5]. По первому критерию, то есть в зависимости от того, в какой области, в каком секторе образования проводятся нововведения (что обновляется), можно выделить следующие инновации: в содержании образования, в технологии, в организации, в системе и управлении, в образовательной экологии. В зависимости от способа осуществления нововведений (второй критерий) их можно разделить на: систематические, плановые, заранее задуманные; стихийные, спонтанные, случайные. В зависимости от широты и глубины новаторских мероприятий можно говорить о массовых, крупных, глобальных, стратегических, систематических, радикальных, фундаментальных, существенных, глубоких и др.; частичных, малых, мелких и т. п. Термин «инновация» как вид педагогической деятельности в целом означает вне-сение в учебный процесс нового (факты, методы, приемы), улучшающего действующую систему образования. Исследователи проблем инновационных процессов, творчества педагогов, педагогического опыта и педагогического мастерства (К. Ангеловски, В. И. Загвязинский, М. Н. Скаткин, В. М. Короток, Н. В. Кузьмина и др.) выделяют два основных аспекта инноваций в педагогике как следствие педагогического опыта: педагогическое мастерство и собственно новаторство. Первый аспект, как правило, после некоторого периода борьбы признается обществом в качестве образца для подражания, и на этой основе могут быть созданы новые педагогические технологии. Второй аспект признания педагогической общественности, как правило, не получает, но подпитывает первый, т. е. ведет к педагогическому мастерству [6].

52 Гуманитарные и педагогические науки По мнению А. Н. Тубельского, к инновационным школам могут быть отнесены лишь те школы, которые сами полностью разрабатывают и реализуют комплексные инновационные программы «от замысла до воплощения», а не просто внедряют готовые разработки [6]. Школа в этом случае одновременно выполняет функции и научной лаборатории, и экспериментальной площадки и является пространством жизнедеятельности детей и взрослых. Поэтому в качестве инновационной может рассматриваться школа, которая: – разрабатывает или реализует отличную от общепринятой в большинстве школ модель организации жизнедеятельности учащихся; – разрабатывает принципиально отличное от традиционного содержание образования; – разрабатывает новое содержание и способы деятельности педагога. В педагогической науке и практике при характеристике педагогических инноваций употребляется понятие «педагог-новатор» – главное действующее лицо, субъект реализации нововведений. В переводе с латинского слово «новатор» – «обновитель», т. е. человек, вносящий и осуществляющий новые, прогрессивные принципы, идеи, приемы в той или иной области деятельности [5]. Кроме дифференциации понятий «инновация», «новация», «новшество» и т. д., еще одной проблемой в рассмотрении термина «инновация» является отношение с понятием «псевдоновизна». Феномен «псевдоновизны» заключается в стремлении к оригинальности любой ценой, прожектерстве, стремлении сделать не столько лучше, сколько иначе. Новизна в процессе модернизации образования проявляется в следующих явлениях: в подстраивании нововведений под прежние отжившие нормы («приручение новшеств»); в формальной смене названий и вывесок; в конъюнктурном воссоздании исторических форм учебных заведений; в формальном привлечении в школу титулованных научных руководителей («заигрывании с научными структурами»); в массовом создании различных «интеллектуализированных» служб (методологических, социологических) и формальных экспертных советов [9]. Понятие «инновационная деятельность» имеет широкий смысловой диапазон. В педагогике оно рассматривается как вид педагогической деятельности, как творческий процесс по планированию и реализации педагогических новшеств, направленных на повышение качества образования, как социальнопедагогический феномен, отражающий творческий потенциал педагога. В педагогической науке инновационная деятельность понимается как целенаправленная педагогическая деятельность, основанная на осмыслении (рефлексии) своего собственного практического педагогического опыта при помощи сравнения и изучения, изменения и развития учебно-воспитательного процесса с целью достижения более высоких результатов, получения нового знания, качественно иной педагогической практики. Модель инновационной деятельности включает: инноватора, нормативные предписания, среду нововведения, процессуальный компонент, новшество, произведение. Нововведение при таком рассмотрении понимается как результат инновации, а инновационный процесс включает в себя, по крайней мере, три этапа: генерирование идеи (в определенном случае – научное открытие), разработку идеи в прикладном аспекте, реализацию нововведения в практике. Ч. 1 К основным функциям инновационной деятельности учителя относятся: – прогрессивные (бездефектные) изменения педагогического процесса и его компонентов: изменение в целях; – изменения в содержании образования; новые средства обучения; новые идеи воспитания; новые способы и приемы обучения,

развития, воспитания и т. д. [7]. Инновационная деятельность в педагогике также может рассматриваться на одном уровне одновременно в нескольких параллелях. Отсюда выделяют следующие виды инноваций внутри одного уровня педагогического процесса: технологические, методические, организационные, экономические, социальные, юридические. Инновационные процессы в образовании рассматриваются в трех основных аспектах: социальноэкономическом, психолого-педагогическом и организационно-управленческом. От этих аспектов зависят общий климат и условия, в которых происходят инновационные процессы. Имеющиеся условия могут способствовать либо препятствовать инновационному процессу. Инновационный процесс может быть как стихийным, так и сознательно управляемым [9]. Инновационный процесс в обучении представляет собой совокупность процедур и средств, с помощью которых дидактическое открытие или методическая идея превращаются в образовательное нововведение. Характер протекания инновационных процессов определяется тремя взаимосвязанными силами: – особенностями вводимого новшества; – инновационным потенциалом новаторов среды; – особенностями инновационной деятельности инициаторов и участников нововведения [2]. Инновационные процессы следует отличать от локального эксперимента или внедрения отдельных новшеств. Например, введение дополнительного элективного курса в школу еще не делает ее инновационной. Инновационную деятельность можно трактовать как личностную категорию, как созидательный процесс и результат творческой деятельности; она предполагает наличие определенной степени свободы действий у соответствующих субъектов. Ценность инновационной деятельности для личности связана с возможностью самовыражения, применения своих способностей, с творчеством. Трудности, возникающие в процессе инновационной деятельности, предстают перед личностью как перспектива возможности их разрешения своими силами [4]. Таким образом, деятельность, которая обеспечивает превращение идей в нововведение, а также формирует систему управления этим процессом, и есть инновационная деятельность. На наш взгляд, есть три обязательных условия для освоения любой педагогической инновации – это понимание, рефлексия и личностная подготовленность. Проблема – матизация собственной деятельности с целью ее изменения (понимание) и умение ее изменить, предварительно осознав собственные социальные, коммуникативные, экономические и прочие установки и предубеждения (рефлексия), – это обязательные условия для того, чтобы «помыслить иную педагогическую реальность» (Г. П. Щедровицкий). Но поскольку освоение новой технологии, как отмечает М. В. Кларин, – это не столько интеллектуальное принятие и дидактическая проработка, сколько личностное оценивание и интерпретация, то именно личностная подготовленность к использованию нововведений в учебном процессе и становится главным тормозом внедрения новых технологий [12]. В нашем понимании инновационность в образовании означает реализацию трех целевых установок в комплексе: формирование специальных (математических, филологических, исторических и др.) знаний, умений и навыков; формирование мировоззрения; формирование личности обучающегося средствами обучения математике, химии, языку и т. д.

Исследователи инновационных процессов (А. И. Пригожин, Н. И. Лапин, Б. В. Сазонов, В. С. Толстой, А. Г. Кругликов, А. С. Ахизер, Н. П. Степанов и др.) выделяют два подхода к изучению, структуры инновационных процессов: предметно-феноменологический или предметно-технологический на микроуровне индивидуального новшества, а также на макроуровне – взаимодействие отдельных нововведений [17]. Первый подход расчленяет структуру процесса нововведения на части с содержательной его стороны, т. е. рассматривается некоторая новая идея, воплощаемая в действительность. Второй подход определяется взаимодействием отдельных нововведений: их сочетанием, конкуренцией, последовательной сменой. Инновационные процессы выражают не только внутреннюю, предметную логику новшества, но и логику его взаимодействия с окружающей средой. С этой точки зрения новшество характеризуется динамическим соотношением параметров, выражающих как его воздействие на окружающую среду, так и обратное влияние последней на само нововведение. Динамика этих характеристик во времени и образует жизненный цикл нововведений [9]. По сути, инновационные процессы системны: они включают многие компоненты, но их простая сумма недостаточна без структурных связей и закономерностей, характеризующих инновационный процесс в целом. Таким образом, можно констатировать, что в настоящее время возрос интерес к инновациям, обострилась потребность в новом знании, в осмыслении новых понятий «новшество», «новое», «инновационный процесс» и др. В общем смысле под инновацией понимают не просто создание, распространение новшеств, а изменения, которые носят существенный характер, сопровождаются изменениями в образе деятельности, стиле мышления. Инновационная деятельность – это особая деятельность по согласованию возникающих в результате инноваций дезорганизаций в процессах обучения и воспитания. Резюме. Успешность инновационного поведения учителя во многом зависит от освоения определенного уровня культуры, способности активного вхождения во взаимодействие с

социально-педагогической средой. Процесс формирования инновационной культуры будущего учителя состоит из ряда этапов и сопровождается овладением инновационной деятельностью путем подражания образцам творческого поведения.

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INNOVATIVE APPROACHES AND METHODS OF ACQUISITION IN LANGUAGE LEARNING

Sh. Toirova ¹*Abstract:*

Recent advancements in cognitive science, technology, and pedagogy have reshaped language acquisition, introducing innovative methods that prioritize engagement, personalization, and neurocognitive efficiency. This article explores key developments, including immersive technologies (VR/AR), AI-driven adaptive learning, gamification, and neurolinguistic approaches that leverage memory research and emotional regulation. Additionally, it examines the growing role of social and community-based learning through language exchanges and digital platforms. While these innovations demonstrate significant potential in enhancing fluency and retention, challenges such as accessibility disparities and the need for empirical validation remain. The article argues for a balanced integration of technological and human-centered strategies to optimize language learning in diverse contexts.

Keywords: language acquisition, immersive learning, artificial intelligence, gamification, neurolinguistics, adaptive learning, social learning.

Language learning has undergone a transformative shift in recent decades, moving away from rigid, teacher-centered methodologies toward dynamic, learner-driven strategies that align with cognitive, social, and technological advancements. While traditional approaches like grammar drills and vocabulary lists still have their place, contemporary research emphasizes the importance of implicit learning, contextual exposure, and personalized adaptation in fostering true linguistic competence. One of the most compelling developments is the application of immersive technologies, such as virtual reality (VR) and mixed reality (MR), which create simulated environments where learners interact naturally in the target language. These platforms go beyond passive listening or scripted dialogues, instead placing users in culturally rich scenarios—ordering food in a Parisian café, negotiating a business deal in Mandarin, or navigating a train station in Tokyo—all while receiving real-time feedback. Such experiential learning not only enhances retention but also reduces the psychological barriers often associated with language acquisition, as learners develop confidence through repeated, low-stakes practice.

Artificial intelligence (AI) has further revolutionized language learning by enabling hyper-personalized instruction. Modern AI-driven platforms utilize machine learning algorithms to analyze individual error patterns, predict areas of difficulty, and dynamically adjust lesson plans to address weaknesses. For instance, speech recognition technology now provides near-instantaneous pronunciation correction, while natural language processing (NLP) systems can generate contextually appropriate responses in conversational practice, mimicking human interaction more convincingly than ever before. These tools are particularly valuable for learners in non-immersive settings, offering a level of interactivity that was previously unattainable outside of a classroom or study-abroad experience. However, while AI excels at structured practice, it still struggles to fully replicate the nuances of human communication, such as idiomatic expressions or cultural subtext, highlighting the need for blended learning models that combine technological and human instruction.

Another significant innovation is the rise of neurolinguistic approaches, which apply findings from cognitive neuroscience to optimize language acquisition. Studies on memory consolidation, for example, have demonstrated the effectiveness of spaced repetition systems (SRS) in combating the forgetting curve, ensuring that vocabulary and grammatical structures are revisited at scientifically determined intervals for maximum retention. Similarly, research on procedural memory suggests that language skills are better internalized through active use rather than passive study, supporting methodologies like task-based learning, where students complete meaningful assignments—such as planning a trip or solving a problem—entirely in the target language. Additionally, the role of emotional state in learning has gained attention, with evidence showing that stress and anxiety impair linguistic performance. In response, some educators now incorporate mindfulness techniques and positive psychology principles into their curricula, creating low-pressure environments that encourage risk-taking and experimentation.

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Community-driven and social learning models have also gained traction, recognizing that language is inherently a tool for connection. Online language exchange platforms, such as Tandem and HelloTalk, pair learners with native speakers for mutual practice, fostering authentic communication while building intercultural competence. Similarly, massively open online courses (MOOCs) and social media communities provide opportunities for collaborative learning, where users share resources, correct each other's work, and engage in discussions across proficiency levels. These informal, peer-supported methods complement formal instruction by exposing learners to diverse accents, dialects, and colloquialisms—elements often absent from standardized textbooks.

Despite these advancements, challenges persist in implementing innovative methods universally. Access to cutting-edge technology remains unequal, with socioeconomic disparities limiting the reach of VR, AI tutors, and other high-resource solutions. Moreover, the rapid pace of innovation often outstrips empirical validation, leaving educators to navigate a landscape where trendy new apps may lack rigorous scientific backing. There is also the risk of over-reliance on digital tools at the expense of human interaction, which remains irreplaceable for mastering pragmatics and cultural nuance. Nevertheless, the future of language learning lies in a balanced integration of these innovations—leveraging technology to enhance accessibility and efficiency while preserving the irreplaceable value of real-world communication. As research continues to refine these approaches, the ultimate goal remains unchanged: empowering learners to achieve fluency not just in structure, but in meaningful, authentic expression.

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СОВЕРШЕНСТВОВАНИЕ МЕТОДИКИ РАЗВИТИЯ ОБЩЕКУЛЬТУРНОЙ КОМПЕТЕНТНОСТИ СТУДЕНТОВ В УСЛОВИЯХ ИННОВАЦИОННОГО ОБРАЗОВАНИЯ

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Аннотация:

В статье рассматривается необходимость совершенствования методик, направленных на развитие общекультурной компетентности студентов в условиях современного инновационного образования. Акцентируется внимание на ключевых аспектах общекультурной компетентности, роли инновационных методов обучения и практических подходах к их внедрению в образовательный процесс. Представлены результаты экспериментального исследования, подтверждающие эффективность предлагаемых методик.

Ключевые слова: общекультурная компетентность, инновационное образование, методика обучения, развитие студентов, культурные ценности, межкультурная коммуникация.

Введение. В условиях глобализации и стремительного развития технологий высшее образование сталкивается с новыми вызовами, требующими от образовательных учреждений пересмотра традиционных методов и подходов. Общекультурная компетентность становится одним из важнейших аспектов подготовки специалистов, обеспечивающим их успешную интеграцию в многокультурное общество.

Общекультурная компетентность включает в себя не только знание культурных традиций и ценностей, но и умение применять эти знания в различных ситуациях. Важно, чтобы студенты не только усваивали информацию, но и развивали навыки анализа, критического мышления и межкультурной коммуникации. Основные компоненты общекультурной компетентности:

1. Включает знание о культурных традициях, искусстве, языке, религии и социальной структуре различных народов. Это знание помогает студентам понимать контекст культурных явлений и осознавать свою идентичность.

2. Умения анализировать и интерпретировать культурные явления: Студенты должны уметь оценивать культурные произведения, понимать их значимость и влияние на общество. Это умение включает в себя навыки критического мышления и способности к сопоставлению различных культурных контекстов.

3. Навыки коммуникации в межкультурной среде: Важно, чтобы студенты могли эффективно взаимодействовать с представителями различных культур, учитывая их особенности и традиции. Навыки межкультурной коммуникации способствуют установлению доверительных отношений и избеганию недопонимания.

Значение общекультурной компетентности. Развитие общекультурной компетентности способствует формированию целостной личности, способной к диалогу и сотрудничеству. В условиях многонационального и многокультурного общества важно, чтобы студенты обладали способностью уважать и ценить культурное разнообразие, что в свою очередь влияет на социальную стабильность и гармонию.

Роль инновационных методов обучения. Инновационные методы обучения становятся ключевыми инструментами в развитии общекультурной компетентности. К ним относятся:

1. Проектное обучение. Этот метод позволяет студентам работать над реальными проектами, что способствует развитию их креативности, командной работы и умения решать практические задачи. Проекты могут включать исследования культурных аспектов, организацию мероприятий и создание мультимедийных продуктов.

2. Проблемное обучение. Этот подход акцентирует внимание на решении реальных проблем, что развивает у студентов критическое мышление и умение анализировать ситуации. Проблемные задания могут быть связаны с межкультурными вопросами, требующими глубокого понимания контекста.

3. Использование информационно-коммуникационных технологий (ИКТ): ИКТ расширяют доступ студентов к культурным ресурсам и информации, позволяя организовывать виртуальные экскурсии, онлайн-дискуссии и мастер-классы с экспертами в области культуры. Эти технологии способствуют более глубокому погружению в изучаемую тему и развивают навыки работы с информацией.

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4. Смешанное обучение. Этот метод сочетает традиционные формы обучения с онлайн-ресурсами, что дает возможность адаптировать процесс обучения под индивидуальные потребности студентов. Смешанное обучение позволяет использовать различные форматы, что способствует более глубокому усвоению материала.

Методика исследования. В рамках исследования была проведена серия экспериментов в нескольких высших учебных заведениях, где были внедрены инновационные методики обучения. Участниками стали студенты различных специальностей, а результаты оценивались с помощью анкетирования, анализа успеваемости и наблюдений за процессом обучения.

Этапы исследования.

1. Подготовительный этап: На этом этапе были разработаны методические материалы и программы, направленные на развитие общекультурной компетентности с использованием инновационных методов.

2. Экспериментальный этап: Внедрение разработанных методик в учебный процесс. Студенты работали над проектами, выполняли проблемные задания и использовали ИКТ для исследования культурных тем.

3. Анализ результатов: Оценка эффективности внедренных методик проводилась на основе анкетирования студентов, анализа их успеваемости и обратной связи от преподавателей.

Результаты и обсуждение. Результаты эксперимента показали положительное влияние инновационных методов обучения на формирование общекультурной компетентности студентов. Опросы студентов выявили следующие тенденции:

1. Повышение интереса к изучаемым предметам. Студенты отмечали, что проектная работа и использование ИКТ сделали обучение более увлекательным и интерактивным.

2. Улучшение навыков коммуникации: Участие в групповых проектах способствовало развитию навыков командной работы и межкультурной коммуникации.

3. Развитие критического мышления: Проблемные задания способствовали формированию навыков анализа и интерпретации культурных явлений.

4. Увеличение вовлеченности в культурную жизнь: Студенты стали более активно участвовать в культурных мероприятиях и обсуждениях, что свидетельствует о росте их культурной активности.

Примеры успешных проектов. В ходе эксперимента были реализованы несколько успешных проектов, которые продемонстрировали высокую степень вовлеченности студентов и их интерес к культурным исследованиям. Например, проект, посвященный сравнению традиционных праздников разных культур, позволил студентам не только углубиться в тему, но и организовать культурное мероприятие, на котором они представили свои исследования.

Заключение. Совершенствование методики развития общекультурной компетентности студентов в условиях инновационного образования является актуальной задачей для образовательных учреждений. Внедрение современных методов обучения способствует не только повышению уровня знаний, но и формированию личностных качеств, необходимых для успешной профессиональной деятельности в глобализированном мире.

Перспективы дальнейших исследований. В дальнейшем важно продолжить изучение влияния различных культурных контекстов на формирование общекультурной компетентности студентов. Необходимо также исследовать возможность интеграции новых технологий и методик, таких как геймификация и виртуальная реальность, в процесс обучения.

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ГЕЙМИФИКАЦИЯ В ЯЗЫКОВОМ ОБУЧЕНИИ: МОТИВАЦИЯ ЧЕРЕЗ ИГРУ

Д. Тошбекова ¹, Н. Халимова ²

Аннотация:

Геймификация становится все более популярным инструментом в сфере образования, в том числе и в изучении языков. Включение игровых элементов в процесс обучения повышает мотивацию студентов, делает процесс запоминания более эффективным и способствует формированию устойчивых навыков. В данной статье рассматриваются основные принципы геймификации, ее влияние на обучение, а также примеры успешного применения игровых механик в изучении иностранных языков.

Ключевые слова: геймификация, языковое обучение, мотивация, игровые механики, цифровые технологии, интерактивное обучение.

В современном мире традиционные методы обучения постепенно уступают место инновационным технологиям, способным сделать процесс усвоения знаний более увлекательным и эффективным. Одним из таких методов является геймификация – включение игровых элементов в образовательный процесс. В контексте изучения иностранных языков геймификация позволяет преодолеть языковой барьер, увеличить вовлеченность учащихся и усилить их мотивацию.

Исторически образовательные игры использовались еще в античности, однако современные цифровые технологии значительно расширили возможности их применения. Геймификация в изучении языков – это не просто использование игр, а методология, основанная на механиках мотивации, вовлеченности и обратной связи. Подход сочетает в себе элементы традиционного обучения и цифровых инструментов, помогая учащимся не только запоминать материал, но и использовать его на практике.

Современные исследования подтверждают, что применение игровых механик в образовании способствует более активному усвоению знаний, увеличивает когнитивную нагрузку без снижения интереса к процессу обучения и позволяет адаптировать образовательные программы под индивидуальные потребности студентов. Это особенно важно в изучении иностранных языков, где ключевую роль играет регулярность практики и взаимодействие с контентом.

Основные принципы геймификации

Геймификация основывается на применении игровых механик, таких как:

- Система поощрений и достижений – награды за выполнение заданий, рейтинги, виртуальные призы.

- Соревновательный элемент – таблицы лидеров, челленджи, командные соревнования.
- Повествование (сторителлинг) – погружение в сюжетные линии, квесты, ролевые игры.
- Обратная связь и прогресс – мгновенная оценка успехов, персонализированные рекомендации.

Эти механики делают процесс изучения языка более захватывающим и стимулируют студентов к регулярным занятиям. Более того, интеграция игровых элементов в образовательные платформы и мобильные приложения позволяет студентам практиковать язык в удобное время и в интерактивном формате.

Влияние геймификации на мотивацию

Исследования показывают, что вовлеченность учащихся значительно возрастает при использовании игровых элементов в образовательном процессе. Геймификация способствует:

- Повышению внутренней мотивации через чувство достижения и прогресса.
- Уменьшению страха ошибок, так как игровой формат делает обучение менее формальным.
- Развитию самостоятельности – учащиеся больше времени уделяют изучению языка вне традиционных занятий.

- Ускоренному запоминанию информации за счет вовлечения эмоций и интерактивности.
- Улучшению коммуникативных навыков благодаря групповым заданиям и игровым дискуссиям.

Эффект геймификации особенно заметен у детей и подростков, которые воспринимают игровой процесс как естественную часть обучения. Однако и взрослые учащиеся демонстрируют повышенный уровень вовлеченности при использовании игровых элементов.

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Примеры успешного применения

Существует множество цифровых платформ, использующих геймификацию для изучения языков:

- Duolingo – популярное приложение, основанное на системе уровней, очков и наград.
- LingQ – платформа, предлагающая контент в формате игры с возможностью зарабатывать баллы.
- Quizlet – сервис для запоминания слов с элементами соревнования и тестирования.
- Kahoot! – интерактивные викторины, используемые в образовательных учреждениях.

Кроме цифровых инструментов, игровые методы активно внедряются в классное обучение. Например, учителя используют настольные игры, ролевые игры и квесты для повышения интереса к языку. В университетах и школах проводятся игровые марафоны, где учащиеся выполняют задания, связанные с реальными жизненными ситуациями на иностранном языке.

Заключение

Геймификация – мощный инструмент, способный сделать изучение иностранных языков увлекательным и продуктивным. Использование игровых механик в образовательном процессе способствует увеличению мотивации учащихся, улучшению запоминания и развитию языковых навыков. В будущем можно ожидать еще большей интеграции игровых технологий в сферу образования, что сделает процесс обучения еще более доступным и эффективным.

Кроме того, развитие технологий искусственного интеллекта и виртуальной реальности откроет новые возможности для геймификации, позволяя студентам полностью погружаться в языковую среду и взаимодействовать с персонажами, генерируемыми нейросетями. Таким образом, геймификация в изучении иностранных языков остается актуальной темой для дальнейших исследований и внедрения в образовательную практику.

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EFFECTIVE WAYS OF LEARNING A NEW LANGUAGE

D. Omonova ¹*Abstract:*

This article explores the most effective ways to acquire a new language, including immersion, communicative practice, spaced repetition, multimedia learning, and the use of technology. A review of relevant literature highlights the cognitive and practical benefits of these approaches, offering insights into how learners can optimize their language acquisition journey.

Keywords: language learning, immersion, communicative approach, spaced repetition, multimedia learning, technology-enhanced learning.

Acquiring a new language is a dynamic process influenced by cognitive, social, and environmental factors. Linguists such as Krashen emphasize that meaningful exposure and active engagement with the language are essential for successful learning [4]. Traditional methods, such as rote memorization and grammar drills, have evolved to incorporate more interactive and personalized learning strategies. Research in second language acquisition (SLA) suggests that learners benefit most from approaches that combine structured input with real-world communication [2].

One of the most effective ways to learn a new language is immersion, which involves surrounding oneself with the language in natural contexts. Immersion accelerates acquisition by forcing learners to think and communicate in the target language without relying on translation. This method is commonly used in study-abroad programs, bilingual environments, and language immersion schools [5]. Even without traveling, learners can create immersive experiences by engaging with native speakers, watching foreign-language media, and using the language in daily interactions.

The communicative approach focuses on using language for meaningful communication rather than memorizing rules. According to Richards and Rodgers, learners improve when they engage in real-life conversations, role-plays, and group discussions [6]. Practicing with native speakers or language partners through language exchange programs or apps like Tandem and HelloTalk enhances fluency and confidence. The emphasis on interaction helps learners develop conversational skills and cultural awareness.

Spaced repetition is a scientifically proven method for retaining vocabulary and grammar structures. Studies in cognitive psychology show that reviewing information at gradually increasing intervals strengthens memory retention [1]. Language learners can use spaced repetition software (SRS) like Anki and Memrise to systematically reinforce vocabulary, making the learning process more efficient. This technique is particularly useful for mastering complex grammar rules and expanding lexical knowledge.

Multimedia learning plays a crucial role in modern language acquisition. Exposure to foreign-language films, podcasts, music, and audiobooks enhances listening comprehension and pronunciation [7]. Watching movies with subtitles, listening to language podcasts, and reading books in the target language provide contextualized learning, making it easier to absorb vocabulary and grammatical structures naturally. Engaging with authentic materials bridges the gap between theoretical knowledge and practical use.

Technology-enhanced learning has revolutionized language education by providing interactive and personalized learning experiences. Online platforms like Duolingo, Babbel, and Rosetta Stone offer gamified lessons that keep learners motivated. AI-driven applications provide adaptive learning paths based on individual progress. Virtual reality (VR) and artificial intelligence (AI) are also being integrated into language learning, offering immersive experiences that simulate real-life interactions [3].

Consistent practice and motivation are fundamental to language learning success. Setting achievable goals, maintaining a study schedule, and staying motivated through rewards or cultural engagement help sustain long-term progress. Joining language communities, attending conversation meetups, and participating in online forums create opportunities for regular practice and social interaction.

Effective language learning combines immersion, communicative practice, spaced repetition, multimedia exposure, and technology integration. While each learner has unique preferences, a balanced approach that includes structured study and real-world interaction yields the best results. As language education continues to

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evolve, embracing innovative and engaging methods will further enhance learners' ability to acquire and use a new language confidently.

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DEVELOPMENT OF UNIVERSAL LEARNING ACTIVITIES OF STUDENTS IN TEACHING A FOREIGN LANGUAGE

Zh. Eskazanova ¹, M. Erdualieva ²*Abstract:*

This article explores the development of universal learning activities in foreign language education, emphasizing the importance of fostering communicative, cognitive, and regulatory skills. It discusses how these activities enhance students' ability to self-develop, engage in meaningful communication, and build effective learning strategies. Key components, such as listening, cooperation, and dialogue, are integral to improving students' social competence and academic performance. The article also highlights pedagogical conditions that support the formation of these skills, ensuring a comprehensive approach to language acquisition and student growth.

Keywords: universal learning activities, foreign language education, communicative competence, cognitive skills, regulatory skills, student growth, social competence.

"Learn how to read!" - of course, these words are remembered by everyone who studied at school. The idea of universal educational activities, popular today, as it turned out, is not new. The term "universal learning activities" is nothing more than a clarification of the term "ability to learn", that is, the ability of a person to self-development and self-improvement through conscious and active assimilation of new social experience.

The lack of formation of educational activities within the framework of the subject "foreign language" is reflected in the readiness of many students to master a foreign language. The main circle of students' language problems is being formed:

- insufficient (often poor) technical reading and writing skills;
- inability to read meaningfully in a foreign language (with the derivation of meaning);
- inability to independently (without questions and answers) make statements in monologue form;
- readiness to participate in the dialogue and respond adequately to the interlocutor;
- lack of motivation for communication and interaction in a foreign language in general.

The main types of universal educational activities are divided into four blocks:

- I. Personal;
- II. Regulator;
- III. Cognitive;
- IV. Communicative.

The formation of a system of universal educational actions is the only powerful mechanism that ensures the proper level of communicative competence of a student as a result of studying at school, in particular, high-quality mastery of a foreign language as a means of intercultural communication and interaction [1].

Almost all researchers agree that the formation of universal knowledge of the student in the educational corner is important with educational activities. It is this skill that is the empirical basis for the further development of personality. According to N. V. Pudovkina: "universal learning activities of the student are the material that constitutes the potential of self-development and improvement of the subject, the key to the internalization of new skills and knowledge, as well as orientations in various subject areas, since universal learning implies the most generalized forms of activity" [2].

In the context of educational activity, universal educational activities are a single system, within which the emergence of a new type of educational activity is associated with other types of activities, taking into account the age criterion of development: "the development of the cognitive sphere of the child, in accordance with the regulatory age regulation, synchronized with the formation.

Universal educational activities, as part of individual, regulatory, cognitive and communicative activities. In the near future, the development zone will become a landfill where the characteristics and content of the student's educational activity will be improved. There are different interpretations of the concept. In a broad sense, universal educational actions are a system of work that ensures the organization of the process of

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education and development. Some researchers consider universal educational actions as a set of pedagogical guidelines in the system of the primary educational process. V. V. Anisimov highlights the following functions of universal educational activities: "providing the student with the opportunity to independently carry out educational activities, set educational goals, search and use the necessary tools and ways to achieve them, monitor and evaluate the process and results of activities; creating conditions for harmonious development and self-realization of the individual based on preparation for continuing education; ensuring the successful assimilation of knowledge, the formation of skills, competencies in any subject area" [3].

During the implementation of the educational process, the interaction of the teacher with students is formed with the development of general goals, the distribution of functionality, the actualization of tasks, the definition of the thematic field, the elaboration of the search and collection of information, the entry into conflict and exit from conflict situations, the implementation of management, evaluation and control in the ratio with communicative norms.

One of the types of universal educational activities is communicative, the essence of which is considered by researchers in different ways. So, I. M. Alekseeva, M. A. Kuvyrtaeva expressed the following opinion: "communicative universal learning actions are those that provide social competence and consideration of the position of other people, a partner of communication or activity, the ability to listen and engage in dialogue; participate in collective discussion of problems; join a peer group and create productive interaction and cooperation with peers and adults" [4].

Today, the ability to formulate and express one's thoughts comes to the fore. The choice of the form of interaction and communication, the meaning and emotional context that the child puts into communication determines the vector of further formation of his personality, the ability to self-regulate, self-reflection in a large picture of the world and stimulates (or demotivates) its recognition.

From the point of view of psychology, these actions are responsible for the successful socialization of society and life, the acquisition of social status and its place. According to I. Yu. Loktionova research: "the use of pedagogical technologies aimed at the formation and development of communicative universal educational activities of Primary School students contributes to positive results in the acquisition of skills and abilities necessary for their successful speech and social adaptation to sustainable education" [5].

Currently, the formation of communicative universal educational activities is strongly inhibited, and the relationship of minors has largely changed to a virtual form. The scientist E. V. Kharisova believes: along with the formation of "clip thinking", concentration and voluptuousness of attention decreases, memory decreases. The educational environment will be the leading platform for the formation of communication skills of the younger generation" [6].

Communicative universal educational activities are of particular importance in the school. Improving speech skills is an important part of the process of students designing lessons. According to the researcher Tsygankova E. N., in the process of mastering the programs, students discover new aspects of communicative development, value-semantic, personal, cognitive, etc. [7].

Russian scientist A. G. Asmolov associated the concept with the main goals of Education: "communicative universal educational actions are the ability necessary for a full life in society. These are the first steps in friendship and communication, in building social and personal ties, etc." According to the researcher, their components are the following skills: listening, willingness to take into account the opinions and views of another person, promotion to the position of a partner, building a dialogue and being a participant in a group discussion [8].

At the same time, according to A. S. Sedova, the main components of communicative universal educational activities are: "joint work, joining forces to solve educational tasks, creating a favorable atmosphere for effective student activity, enriching with emotional and value experiences when communicating with peers, conscious perception and understanding of new knowledge" [9].

V. A. Sitarov identifies other components of communicative universal reading activities: "listening and understanding the essence of listening, the ability to formulate a question in relation to what is heard; the ability to show independence in the study of literature, the ability to read with understanding; the ability to express one's thoughts verbally, accurately and without distortion; the ability to work together, cooperate" [10].

Communicative universal educational actions, according to their content, are distinguished by three types of communication: "communication, which is characterized as interaction, that is, actions take into account the alternative position of the interlocutor - the ability to abstract, understand comparative judgments, respect for different points of view and justify one's own opinion taking them into account; communication as cooperation is a semantic; communication as a condition for the acquisition of external experience (internalization) through speech actions during the transmission (exchange) of information, contributes to the formation of student reflection.

In the lessons, no special time is allocated to familiarize yourself with the rules for organizing communication, but it happens informally. Not a single conversation passes without dialogue. The main purpose of the dialogue in the learning process is to stimulate cognitive interest, involve the class in active discussion of controversial issues, motivate to think of various approaches when arguing their own and other positions. In the course of learning, this is directed by both the teacher and the students. Dialogue is often built on the basis of a student's misunderstanding, mistake, or ignorance. Therefore, communication is very important in the learning process, from which we cannot escape a single lesson.

In foreign language lessons, it is necessary to create a positive emotional atmosphere, which plays an important role. In the hands of the teacher there is an opportunity to create psychological comfort for students. Thus, the problem of fatigue will be solved, as well as additional stimulation for the child.

Thus, at present, many conditions have been created and are successfully applied, which are aimed at the final goal of forming universal learning activities of students. Their distribution and comprehensive justification contribute to the effective formation of communication universal educational actions, have a general impact on the acquisition of abilities, as well as on the educational process.

The theoretical foundations of the formation of universal educational activities of students in general were considered and described. A theoretical study of the problem showed that universal learning activities of students provide the opportunity to cooperate: the ability to listen, hear and understand a partner, plan and agree on joint actions, act together, defend their opinion. "Communication" means communication between people, the transfer of the necessary information. In general, universal educational activities of students are formed in foreign language lessons, including in the process of completing tasks.

There are many concepts that aim to teach students to solve universal learning activities. Completing a task means answering a question by performing logically correct actions and operations on a given one.

Pedagogical conditions are considered by us as a component of the pedagogical system. Pedagogical conditions represent the totality of the capabilities of education and the material-spatial environment, which have a positive or negative impact on its functional functioning.

The analysis of literature and practical experience includes pedagogical conditions in the formation of universal educational activities of students, namely:

- systematic and purposeful work on the formation of communication universal educational actions in the process of completing tasks;
- Organization of cooperation in the course of work (Dialogue, Group forms, work in pairs);
- familiarization with the rules for organizing communication in the lessons.

At the same time, building taking into account the given conditions contributes to the optimization of the educational process.

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THE IMPORTANCE OF SOCIAL-EMOTIONAL LEARNING IN EDUCATION

F. Mamatkulova ¹, S. Safarova ²*Abstract:*

Learning that focuses on social and emotional development (also known as SEL) has been receiving more and more attention in recent years as an essential component of a comprehensive education. It comprises the processes by which individuals acquire and apply knowledge, attitudes, and abilities in order to comprehend and control their feelings, establish and accomplish positive goals, feel and demonstrate empathy for other people, build and sustain meaningful relationships, and make responsible decisions. It is the purpose of this article to investigate the significance of social and emotional learning (SEL) in education, its influence on the growth of students, and effective implementation tactics in schools. By incorporating social and emotional learning (SEL) into educational curricula, we may create a learning environment that is more encouraging and welcoming to all students, which in turn enhances both academic achievement and personal well-being.

Keywords: social, emotional, learning, development, program, achievement.

Since the beginning of time, the primary focus of education has been on academic accomplishment, and the social and emotional components of student development have frequently been neglected. On the other hand, studies have demonstrated that social-emotional skills are essential for achieving success in both the classroom and in life. Exploring foreign languages offers a thrilling journey that unveils new cultures and travel prospects, broadening our perspectives.(2024:6) The integration of educational technologies supports inclusivity and accessibility by providing tools and resources to accommodate diverse learners, including those with disabilities or language barriers.(2024:5) Students are equipped with the tools they need to manage problems, create connections, and survive in a complicated environment through the implementation of social and emotional learning (SEL) programs, which aim to cultivate these competences. The purpose of this article is to explain the significance of social and emotional learning (SEL) in the classroom, the advantages it offers to students, and the most efficient methods for putting it into practice.

There are five basic competencies that are involved in social-emotional learning: The ability to perceive one's own feelings, strengths, and limitations, as well as the comprehension of how these factors influence behaviour, is referred to as self-awareness. The ability to govern one's feelings, ideas, and behaviours in a variety of circumstances, including the management of stress, the control of impulses, and the establishment of goals is referred to as self-management. The capacity to sympathize with other people, an understanding of social norms, and an appreciation for diversity are all components of social awareness.

These are the abilities that are required to build and sustain good relationships through effective communication, cooperation, and conflict resolution. Relationship skills are also known as interpersonal skills.

Methods of Making Responsible Decisions: The capability of making positive decisions regarding one's own behavior and interactions with other people, taking into account ethical standards, worries about one's own safety, and societal conventions.

The results of studies have demonstrated that social and emotional learning (SEL) programs are associated with improved academic achievement. Students who engaged in social and emotional learning (SEL) programs had an 11-percentile-point boost in academic achievement when compared to their counterparts who did not get SEL teaching, as stated by a meta-analysis conducted by Durlak et al. (2011).

Mental Health: Social and emotional learning (SEL) helps students develop coping mechanisms and emotional regulation abilities, which in turn enhances mental health and well-being. According to Payton et al. (2008), research indicates that social and emotional learning (SEL) helps reduce anxiety, sadness, and behavioural concerns among students.

The implementation of social and emotional learning (SEL) programs in schools frequently results in a decreasing number of disciplinary problems and an increase in positive behaviours. For example, a research conducted by the Collaborative for Academic, Social, and Emotional Learning (CASEL) discovered that schools who implemented SEL programs reported a drop of 10% in the number of disturbances that occurred in the classroom as well as a significant reduction in the number of instances of bullying.

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Advantages in the Long Term Social and emotional learning abilities are not only necessary for academic achievement, but also for success in life. In accordance with Jones and Bouffard (2012), individuals who possess excellent social-emotional skills have a greater likelihood of graduating from high school, continuing their education at a higher level, and retaining stable job.

Schools can implement the following measures in order to successfully include social and emotional learning into educational settings:

Social and emotional learning (SEL) should not be treated as a separate subject but rather should be incorporated into the curriculum that is already in place. Concepts of social and emotional learning (SEL) can be included into classes across a wide range of disciplines, providing students with the opportunity to practice these abilities in real-world settings.

In order to effectively teach and model these abilities, educators need to obtain training on the ideas and practices of social and emotional learning (SEL). Through participation in ongoing professional development opportunities, educators have the opportunity to cultivate their own social-emotional competencies and acquire knowledge of successful instructional practices.

Establishing a Favourable Atmosphere in the School: In order for social and emotional learning to flourish, it is necessary for schools to provide a supportive environment. The development of solid relationships between students, staff, and families should be a top priority for schools, with the goal of cultivating an environment that is respectful and welcoming to all.

Engaging Families and Communities: Increasing the success of social and emotional learning (SEL) projects can be accomplished by including families and the community. Schools have the ability to engage with community organizations to give additional support, as well as provide materials and programs for parents to improve social and emotional learning (SEL) at home.

Assessment and Continuous Improvement: Schools should conduct regular evaluations of the efficacy of their social and emotional learning (SEL) programs by means of surveys, student feedback, and statistics to measure academic performance. This information can be used to lead efforts to continuously enhance and guarantee that social and emotional learning (SEL) activities are meeting the requirements of pupils.

Social and emotional learning is an essential component of a well-rounded education that equips children with the skills necessary to achieve success in both the classroom and in life. Students are equipped with the tools they need to navigate problems, form meaningful connections, and positively contribute to their communities through the implementation of social and emotional learning (SEL) programs. These programs emphasize the development of self-awareness, self-management, social awareness, relational skills, and responsible decision-making. Because educators and policymakers are beginning to understand the significance of social and emotional learning (SEL), it is imperative that effective practices be used that develop socio-emotional capabilities in all students. This will ultimately result in the creation of an educational environment that is more supportive and inclusive.

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TIL O'RGANISHDA TEXNOLOGIYANING TALABALAR MOTIVATSIYA VA BILIMINI SAQLAB QOLISHDAGI AHAMIYATI

U. Karimova ¹, S. Norqulova ²

Annotatsiya:

Ushbu maqolada talaba va yoshlarning til o'rganishga bo'lgan qiziqishi, ishtiyoqi, shuningdek, xorijiy tillarni oson va samarali o'rganishdagi innovatsion texnologiyalarning roli va uning qay darajada muhimligi ilgari surilgan. Shu bilan birga, o'quv jarayonlarida turli xil metodlardan foydalanish haqida so'z boradi.

Kalit so'zlar: Innovatsion, texnologiya, metodika, sun'iy intellekt.

Guvohi bo'lganimizdek, bugungi kunda chet tilini o'rganishga bo'lgan talab kundan-kunga jadal rivojlanib bormoqda. Mustaqillikka erishganimizdan so'ng, yurtimiz har taraflama rivojlana boshladi. Jumladan, internet shu darajada rivojlandi-ki, uning yordamida yoshlar o'ziga kerak bo'lgan barcha qulayliklarga ega bo'lish imkoniyatiga muvaffaq bo'ldilar. Hozirda barcha viloyatlardagi maktab, kollej, litsey va oliy o'quv yurtlari yoyinki, maktabgacha ta'lim muassasalari ham zamonaviy texnologiya vositalari bilan ta'minlanganini ko'rishimiz mumkin. Yoshlarimizda yuqori rusumdagi komputerlar orqali internetdan foydalanib, istalgan vaqtgacha dars qilish imkoniyati mavjud. Bu kabi imkoniyatlar, mamlakatimizda texnologiyaning sezilarli darajada oshayotgani yoshlarimizning motivatsiyasini yanada oshirsa hech gap emas. Chunki internet, komputer, telefon va shu kabi texnologiyalar har taraflama qulaylik yaratdi desak mubolag'a bo'lmaydi, masalan, hozirda yoshlarda masofadan turib bilim olish imkoniyati mavjud, ya'ni, online darslar tashkil etilgan. Bundan kelib chiqadiki biz yoshlar o'zimiz xohlagan vaqt va kurslarda ishtiyoq bilan bilim olish ko'nikmalariga egamiz. Web 2 vositalarining paydo bo'lishi va ularning ko'payishi o'qituvchilarning pedagogik amaliyoti va o'quvchilarning o'rganish strategiyalarini o'zgartirib yubordi. Lamb (2017) ta'kidlashicha, rivojlangan mamlakatlarda, raqamli texnologiyalarining rivojlanishi chet til o'qitish metodologiyasida eng muhim innovatsiya manbai hisoblanadi. Uning fikriga ko'ra, texnologiyalarning o'qitish jarayonidagi motivatsion xususiyatlari ularning ta'lim sifatiga ta'sir qiluvchi asosiy omillardan biri hisoblanadi. Shuning uchun texnologiyalardan foydalanishning ikki asosiy maqsadi mavjud:

1. O'rganilgan bilimlarni real hayotda qo'llash imkoniyatini oshirish.
2. O'quvchilarni o'quv jarayoniga jalb qilish va ularning motivatsiyasini oshirish.

Motivatsiya haqida Brofi (2004) shunday ta'rif beradi: "...motivatsiya – bu biror xatti-harakatni boshlash, uning yo'nalishi, shiddati, barqarorligi va sifatiga ta'sir qiluvchi nazariy tushuncha bo'lib, ayniqsa maqsadga yo'naltirilgan xatti-harakatlar uchun muhimdir...". Haqiqatdan ham, motivatsiya o'quvchining kursda qanchalik faol qolishi, uning darslardagi ishtirok darajasi, bajargan ishlari sifati va erishgan yutuqlariga bevosita ta'sir ko'rsatadi (Maggie Hartnett, 2016).

Karsanti (1999) motivatsiyani tashqi va ichki kuchlar ta'sirida shakllanadigan, shaxsning fikrlash, his-tuyg'u va xatti-harakatlariga ta'sir qiluvchi jarayon deb ta'riflaydi.

Lamb (2017) texnologiyalarni chet til o'qitishda motivatsiyani oshirishdagi asosiy afzalliklarini quyidagicha ta'riflaydi:

- O'quvchilar uchun ko'proq avtonomiya va individual yondashuv;
- Yangi muloqot imkoniyatlari;
- Shaxsiyat rivojlanishi;
- O'quvchilarning mavjud IT ko'nikmalaridan foydalanish;
- Mazmunga yo'naltirilgan ta'lim (content-based instruction);
- Madaniylarao kontent;
- Motivatsion o'quv vazifalarini yaratish;
- Chet tilning (L2) ahamiyatini oshirish;
- Baholashning alternativ shakllari.

Ko'plab tadqiqotlar ko'rsatishicha, o'qituvchilar va tadqiqotchilar turli dasturlar va ilovalardan motivatsiya bilan bog'liq muammolarni hal qilish uchun foydalanib kelishgan. Adabiyot tahlili asosida texnologiyalar quyidagi to'rt toifaga ajratilgan:

1. Web vositalari, servislari va ilovalar;

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2. O'yinlar va virtual muhitlar (MUVES);
3. Muloqot vositalari;
4. Mobil texnologiyalar.

2012-yil 10-dekabrda qabul qilingan "Chet tillarini o'rganish tizimini yanada takomillashtirish chora-tadbirlari to'g'risida"gi qaror bu borada muhim omil bo'lib xizmat qildi.

"Sun'iy aql va tillarni o'rganish" maqolasida B.Skinner tilni osonlik bilan o'rganishda kompyuterning roli muhimligini ta'kidladi. Kompyuter bilan ishlash o'z ustida ishlash uchun muhimdir. Zamonaviy texnologiyalar yordamida tilni o'rganishda, talabalar ma'lumotlarga munosabat bildirishni o'rganadilar va ma'lumotlarni sust ya'ni noaniq joylarini tahlil qila oladilar. Texnologiya faqatgina zamonaviy ta'lim uchungina xos emas, balki u kelajakning zamonaviy va yangi ta'limini amalga oshiruvchi o'rtadagi manbadir.

Xulosa o'rnida aytishimiz mumkinki, biz XXI asr innovatsion texnologiyalar davrida yashar ekanmiz, ushbu qulayliklardan oqilona foydalanishimiz lozim chunki, chet tillarini barcha uchun tushunarli tarzda o'rgatishimiz dardkor. Davlatimiz rahbari Shavkat Miromonovich Mirziyoyev biz yoshlarni kelajakda vatanimiz ravnaqiga hissa qo'shishimiz uchun ulkan islohotlar qilmoqdalar. Mutaxassislar tayyorlash, ularning malakasini oshirish ham dolzarb hisoblanadi.

Davlatimizning jahon mamlakatlari bilan olib borayotgan iqtisodiy, siyosiy, madaniy va ma'rifiy aloqalari kuchayib borayotgan bir paytda yoshlarimizning xorijiy mamlakatlar hayoti, madaniyati, urf-odatlarini, tiliga bo'lgan qiziqishlari ortib bormoqda. Bu aloqalarning rivojida chet tillarining o'rni beqiyosdir.

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ENGLISH HISTORY ORIGIN AND ROOTS. THE INNOVATIVE APPROACHES OF LEARNING LANGUAGE

M. Abdug'afurova ¹, M. Lutfullayeva ²**Abstract:**

The history of the English language is inextricably linked with the history of England. When the Romans left the British Isles in 410, they took Latin with them. The true inhabitants of the island (the Britons) continued to use Celtic languages. The ancestors of the modern English did not waste time. In 449, the Germanic tribes of the Angles, Saxons and Jutes began their first raids on the islands. This article provides a brief history of the origin and development of the English language.

Keywords: Old English, Angles, Germanic language, Saxons, Jutes, Middle English, Modern English, varieties, West, North, century, British Empire, Spelling, Great Vowel.

Introduction

English is a member of the Germanic language family. Germanic is a branch of the Indo-European language family. The history of the English language began with the arrival of three Germanic tribes who invaded Britain in the 5th century AD. These tribes, the Angles, Saxons, and Jutes, crossed the North Sea from what is now Denmark and northern Germany. At the time, the inhabitants of Britain spoke a Celtic language. But most Celtic speakers were driven west and north by the invaders – mainly into what is now Wales, Scotland, and Ireland. The Angles are descended from “England,” and their language was called “English,” from which we get the words “England” and “English.” The Germanic invaders entered Britain on the east and south coasts in the 5th century. Old English (450–1100 CE) The invading Germanic tribes spoke similar languages, which in Britain evolved into what we now call Old English³.

Old English is very different from modern English. English speakers today would have great difficulty understanding Old English. However, about half of the most commonly used words in modern English have Old English roots. The words *be*, *strong* and *water*, for example, *all come from Old English*. Old English was spoken until about 1100.

Middle English (1100–1500) In 1066, William the Conqueror, Duke of Normandy, invaded and conquered England. The new conquerors (called Normans) brought with them a kind of French, which became the language of the royal court, statesmen, and the wealthy. For a time, there was a kind of linguistic class division, with the lower classes speaking English and the upper classes speaking French. In the 14th century, English became dominant in Britain again, but with many French words added. This language is called Middle English. It was the language of the great poet Chaucer (1340–1400), but is difficult for English speakers to understand today⁴.

Modern English Early Modern English (1500–1800) Towards the end of Middle English there began a sudden and distinct change in pronunciation (the Great Vowel Shift), with vowels becoming shorter and shorter. From the 16th century onwards, the British came into contact with many peoples from all over the world. This, and the revival of classical learning, meant that many new words and phrases entered the language. The invention of printing also meant that there was now a common language in print. Books became cheaper, and people learned to read. Printing also brought standardisation to the English language. Spelling and grammar became fixed, and the dialect of London, where most of the publishing houses were located, became the standard. In 1604 the first English dictionary was published. *Late Modern English* (1800–present) The main difference between Early Modern English and Late Modern English is vocabulary⁵.

Late Modern English has many more words, due to two main factors: firstly, the Industrial Revolution and technology created a need for new words; secondly, the British Empire at its height covered a quarter of the earth's surface, and the English language adopted foreign words from many countries. Varieties of English from about 1600 onwards, the English colonisation of North America created a distinct American variety of English. Some English pronunciations and words “froze” when they reached America. In some ways, American

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³ Arakin V.D. Essays on the history of the English language. Moscow, 2021.

⁴ Brunner K. History of the English language. Translated from German. Moscow: Foreign Literature, Vol. I-II, 2022–2023.

⁵ Idyish B. A. History of the English language. L., 2023.

English is more like Shakespeare's English than modern British English. Some expressions that the British call "Americanisms" are actually original British expressions that survived in the colonies but were lost in Britain.

For example, trash instead of rubbish, loan instead of lend. Spanish has also influenced *American English* (and subsequently *British English*), with words such as canyon, ranch, stampede, and vigilante being examples of Spanish words that entered English through the settlement of the American West. French words (via Louisiana) and words from West Africa (via the slave trade) have also influenced *American English* (and thus, to some extent, *British English*). Today, American English is particularly influential because of the dominance of film, television, popular music, commerce, and technology (including the Internet) in the United States. But there are many other varieties of English around the world, including, for example, *Australian English*, *New Zealand English*, *Canadian English*, *South African English*, *Indian English*, and *Caribbean English*.

Literature analysis and methodology

One can only guess what the language would have become if the descendants of these three tribes had not been attacked. The fact is that two large invasions of the island and the missionary movement changed the language incredibly. As a result, English became the language with the largest number of words, and in grammar, the main role was no longer played by the endings of words, but by their order in the sentence. Almost three centuries after the Anglo-Saxon invasion, another wave of 'guests' swept across the islands. These people spoke a North Germanic language, and came from Norway, Sweden and Denmark. Their language differed from the Anglo-Saxon language about as much as Italian differs from Spanish. Despite the differences in pronunciation and endings, common roots could still be found in both languages, which made communication between the Vikings and the Anglo-Saxons quite bearable.

The Viking invasion was relatively peaceful, and after the initial battles, the tribes began to coexist peacefully in England. The languages mingled, creating a mixed language that lacked most of the endings that continue to be found in most continental languages. This mixed language gradually became accepted and evolved into what we now call Old English¹.

In 1066, the Normans invaded England. They, like the Vikings, came from Scandinavia, but for some unknown reason, they settled in northern France and began to speak a dialect of French. The Norman invasion elevated French to the status of a state language, the language of the ruling minority. All official documents were written in French, and it seemed that it would become the recognized language of the country. But the stubborn Anglo-Saxons did not want to learn French, and the vast majority of residents continued to speak Old English.

As a result of the Norman invasion (Northmen, or people of the north), the motley Celtic and Germanic tribes that inhabited the British Isles ceased to exist as such, turning into a nation that is remarkable to the world today as the English (which is not entirely correct, because in addition to the English, there are also the Welsh, Scots and Irish, who have tried for endless centuries to preserve the remnants of their national identity). All these tribes, as well as their conquerors, had to somehow understand each other. From the fusion of local dialects and through the maximum simplification of grammar, the English language ultimately arose, which, thus, was originally precisely a means of international.

Conclusion

In conclusion, this article covers the history of the development of the English language step by step, revealing how it has undergone changes from ancient times to the present day. In the early stages, the English language began to form as a result of the invasion of the British Isles by Germanic tribes such as the Angles, Saxons and Jutes. Later, the Viking and Norman invasions brought significant changes to the language, with the influence of French and other Germanic languages. As a result of these processes, the English language with simplified grammar and rich vocabulary appeared. Through the development of printing technology, the expansion of trade and science, the vocabulary of the English language increased and became standardized as an international language. Today, thanks to colonialism and cultural ties, English has become one of the most influential languages in the world, a medium of international communication that incorporates various regional dialects and cultural influences.

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INGLIZ TILIDA 4 ASOSIY KO'NIKMALARNI RIVOJLANTIRISH MAHORATI

N. Abduvaliyeva ¹

Annotatsiya:

Ushbu maqolada IELTSning asosiy 4 ta turi bo'gan tinglab tushunish, o'qib tushunish, gapirish va yozish ko'nikmalari haqida so'zlar boradi. Har bir bo'limni o'rganish uchun zaruriy texnikalar va strategiyalar, ulardan qanday foydalanish kerakligi tushuntirilgan. Va shuningdek ushbu maqolaning oxirida har bo'lim uchun kerakli va foydali bo'lgan kitoblar ham keltirib o'tigan.

Kalit so'zlar: tinglab tushunish, o'qib tushunish, gapirish, yozish, asosiy usullar, IELTS, topshiriq, natija.

Hozirgi kunda chet tillarini o'rganish dunyo miqyosida ommalashib bormoqda. Shuningdek, ingliz tili eng rivojlangan til hisoblanadi. Ingliz tili xalqaro til hisoblamgani uchun ham uni o'rganish juda ham muhimdir va u bizga chet eldagi odamlar bilan aloqa qila olishimiz imkonini beradi. Ingliz tilini o'rganish juda ham murakkab jarayonlardan biridir. Ingliz tilining 4 ta asosiy bo'limlari mavjud. Ular: tinglab tushunish, o'qib tushunish, yozish va gapirish ko'nikmasidir. Va yana qo'shimchasiga ingliz tili bizdan lug'at boyligi va grammatikani bilishimizni talab qiladi.

Tinglab tushunish. Ma'lumki, ingliz tilining eng murakkab bo'limlaridan biri bu tinglab tushunish bo'limi ekan. Tinglab tushunishni oshirish uchun bir qancha texnikalari mavjud. Har bir inson tug'ilganidan to besh yoshgacha atrofdagilarni tinglash orqali gapirish ko'nikmasi rivojlanadi. Ingliz tilini o'rganishda ham eng avvalo tinglab tushunishni rivojlantirish kerak. Hozirgi kunda IELTS sertifikatini olish dunyo bo'ylab keng miqyosda tarqalmoqda. IELTSda eng yuqori ball bu 9.0 dir. IELTS Listeningni rivojlantirish uchun bir qancha usullar bor. Uni turli yo'llar bilan o'stirishimiz kerak. Masalan,

- Birinchisi, siz qaysi darajada bo'lsangiz o'sha darajadagi kino, multfilm, pod castlarni tinglashimiz kerak. Bu bizga sekinlik bilan tinglab tushunishni rivojlantirishga yordam beradi.

- Ikkinchisi, umumiy IELTS aksentlaridan foydalanishni boshlash va uni o'rganish. IELTS Buyuk Britaniyada yaratilganligi ma'lum. Shu sababli IELTS Listening ham Buyuk Britaniya bilan chambarchas bog'liqdir va ular asosan Listening jarayonida urg'ulardan foydalanishadi. Shuning uchun ham listening Britaniya aksentidan foydalaniladi.

- Uchinchisi esa, muntazam IELTS Listening mashqlarini bajarib borish. Listening bo'limidagi savollarga javob berish uchun tayyorgarlik qilish juda ham muhimdir.

- Va eng muhimi, e'tibor qaratishdir. Eshitgan har bir ma'lumotlarga e'tibor qaratish ushbu qobiliyatni mukammal darajada o'rganishga yordam berishi shubhasizdir. [1]

O'qib tushunish. Ko'chilik IELTS topshiruvchilari imtihan davomida o'qib tushunish bo'yicha bir qancha qiyinchiliklarga duch kelishadi. Ushbu yo'nalishning ham bir qancha texnik uslublari mavjud.

- Masalan, ko'plab o'quvchilar test jarayonida lug'at boyligi kamligi uchun ham vazifani yaxshi bajara olishmaydi. Shuning uchun ham eng avvalo ko'plab so'zlarni yodlash zarurdir.

- Keyingisi esa o'zingiz qiziqqan mavzularda ko'plab ma'lumotlarni o'qish kerak. ushbu ko'nikmani rivojlantirish uchun odam o'zi o'qigan narsadan zavq olishdir. O'qish davomida o'zi bilmagan so'zlarni yozib olish esa lug'at boyligini oshirishga yordam beradi.

- Shuningdek, har xil janrlarni o'qib borishdir, masalan, jurnal, kitob, hikoya, roman va ilmiy maqolalar bo'lishi mumkin. Ingliz tilida o'qish ko'nikmasini rivojlantirish uchun bizdan vaqt va asosiysi ulkan sabr talab qiladi. Har kuni turli xil materiallardan foydalanish ushbu qobiliyatni rivojlantirishimizga yordam beradi [5].

Gapirish ko'nikmasi. IELTSning eng murakkab bo'lgan qismi bu albatta gapirish bo'limidir. Har bir IELTS topshiruvchilari hamma bo'limlaridan yaxshi ball ola olsa ham ammo yozish va gapirish bo'limlaridan yetarlicha ball olisholmaydi va kutgan natijasi chiqmaydi. Ingliz tilida gapirish bu ancha murakkab jarayondir. Ingliz tili biz uchun ikkinchi til hisoblanadi va ikkinchi tilda gapirish anchagina murakkabdir. Ammo ushbu bo'limni ham anchagina balandlatirish imkoni bor. Buning uchun ba'zi texnikalardan to'g'ri foydalanish kifoya. Ularning eng oson usulidan biri bu o'z-o'zi bilan muloqot qiloshdir. Agar siz o'zingizga mos suhbatdosh topa olmasangiz oyna siz uchun eng yaxshi do'st hisoblanadi. Har kuni erta tongdan oyna bilan muloqot qilsangiz sizda sekinlik bilan hayajon yo'qolishni boshlaydi va o'zingizni erkin his qila olish qobiliyatingizni oshiradi. Keyingi texnika esa namuna savollariga qarab oldindan javob tayyorlashdir. Asosan javobi bo'lgan savollarni ko'proq o'qishdir.

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Ushbu turdagi savollarga javoblar asosan tog'ri, va aniq javob berilgan bo'ladi. Keyingi texnika esa gapirish davomida o'z ovoqimizni yozib olish. Biz yozib olgan nuqtqimizni tinglasak qayerda xato qilayotganimizni, aksentlarda qanday muammolar borligini eshita olamiz. Bu keng tarqalgan strategiyalardan biri desak mubolag'a bo'lmaydi. Va yana ushbu bo'limning muhim qismi deb hisoblab bo'ladigan jarayon bu emotsiyaga boy bo'lishdir. Gapirish davomida o'zini erkin his qilish bu juda ham muhimdir [2].

Yozish ko'nikmasi. Bu IELTS imtihonining eng so'ngisi hisoblanadi. Ushbu bo'lim ham qolganlari bilan bir xil darajada qiyindir. Bu bo'limda eng ko'p xato qilinadigan qismi bu fikr yetishmasligi. Agar biz yetarlicha kitoblarni o'qimasak bizga fikrlar kelmaydi va yozayotgan mavzuyimiz mujmal holda bo'lishi mumkin. Shu sababli ko'plab maqolalarni o'qishimiz zarur. Va yana biz yozishni kundalik hayotimizga aylantirishimiz kerak. Har kuni biitta paragrafdan bo'lsa ham yozishni mashq qilishni odatiy kunga aylamtirish darkor. Shuningdek, yozish jarayonida murakkab bo'lgan grammatikalardan foydalanish va uzun so'zlarni ishlatish yozganingizni o'qiydiganlarni chalg'itadi va tushunmaslik ehtimoli katta. Har doim bitta to'liq inshoni yozgandan so'ng uni tajribali o'qituvchilarga tekshirtirish zarur. Har bir qilgan xatoni erinchoqlik qilmasdan tekshirib chiqish muhimdir. Yozish jarayonida qanday ma'lumotlar berilganini aniqlash uchunularni diqqat bilan o'rganib chiqish zarur. Yozish davomida har doim so'zlarning sonini sanab borish kerakdir. Ushbu strategiyalarning har biridan unumli foydalanish albatta IELTSdan yaxshi ball olishimizga yordam beradi [3].

Har bir bo'limni rivojlantirish uchun bir qancha kitoblarni tavsiya berish mumkin.

1. Wrting bo'limi uchun IELTS Advantage Writing skills, Get IELTS BAND 9 (writing task 1 uchun) va Lizning kitoblari.
2. Speaking bo'limi uchun Talked like TED, Just listen(Mark Goulston), va IELTS speaking strategies(Rachel Mitchell).
3. Reading bo'limi uchun ELS English through reading, Thematic IELTS Reading, Active skills for reading.
4. Listening bo'limi uchun Thematic IELTS Listening, Cambridge Books.

Xulosa qilib aytishimiz mumkinki, ingliz tilini o'rganish ko'ringanidan anchagina murakkabdir. Eng avvalo ingliz tilini mukammal darajada bilish va xohlagan darajadagi sertifikatlarni qo'lga kiritish uchun har 4 ta bo'limni juda ham e'tibor bilan o'rganish va ko'rsatilgan usullardan

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THE PROBLEMS AND THEIR SOLUTIONS IN LEARNING ENGLISH

D. Akhmadova ¹

Abstract:

This article emphasizes the importance of learning new words in context, which aids in retention and practical use, how the sounds and rhythm of English can confuse learners, especially those from languages with different phonetic systems. Grammar Complexity focuses on how irregular grammar rules in English can create difficulties for learners, moreover, cultural barriers points out the cultural differences embedded in the language that affect understanding, especially with idiomatic expressions. Furthermore, this article highlights lack of motivation which discusses the common issue of motivation and proposes strategies to help learners stay engaged and persistent.

Keywords: Vocabulary Acquisition, pronunciation, grammar, idioms, motivation, language learning strategies, contextual learning, cultural barriers.

Learning English as a second language presents a variety of challenges. From vocabulary acquisition to mastering pronunciation, students often encounter obstacles that hinder their progress. Understanding these challenges and implementing effective solutions is crucial for both educators and learners.

Problems in Learning English

Vocabulary Acquisition One of the most significant challenges in learning English is building a robust vocabulary. English contains many irregularities, synonyms, and homophones that can confuse learners. Additionally, memorizing new words without contextual understanding can make retention difficult.

Solution: Contextual Learning: Encouraging learners to read extensively and listen to authentic English sources like podcasts, movies, and songs can help them understand words in context. **Clear Explanations** like using simplified grammar explanations and examples or interactive exercises: using online quizzes or language apps for practice. **Consistent Practice:** Regular review of grammar rules and usage in different contexts. **Mnemonics and Flashcards:** Using flashcards, word maps, or mnemonic devices can assist in long-term retention. [1. Richards, J. C., & Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching*. Cambridge University Press]

Pronunciation and Intonation English has various sounds that are not found in many other languages, making pronunciation challenging. Additionally, stress patterns and intonation can alter meanings, leading to misunderstandings.

Solution: Phonetic Training: Explicit instruction on phonetics and practicing tongue twisters can improve pronunciation. **Listening and Imitation:** Regular listening to native speakers and mimicking their speech patterns can help learners improve intonation and rhythm.

Grammar Complexity English grammar rules can be inconsistent, and learners often struggle with verb tenses, word order, and prepositions. The irregularities in English grammar further complicate learning. [2. Ur, P. (2012). *A Course in English Language Teaching*. Cambridge University Press]

Solution: Practice through Repetition: Regular practice, especially with grammar exercises, can reinforce the correct usage of tenses and sentence structures. **Contextual Learning:** Exposing learners to real-world English usage can help them internalize grammar naturally.

Cultural barriers understanding cultural references, idioms, and expressions is another major challenge in learning English. [3. Thornbury, S. (2006). *How to Teach Speaking*. Pearson Education]

Idiomatic phrases are often not directly translatable, making it difficult for learners to understand the meaning behind expressions.

Solution: Cultural Immersion: Encouraging learners to engage in cultural exchange programs, watch movies, and read books that reflect the cultural context of the language can help. **Explicit Teaching of Idioms:** Teachers can introduce common idiomatic expressions and their meanings as part of the curriculum.

Lack of Motivation Many learners face a lack of motivation due to the long and arduous process of mastering a second language. This can result in slow progress and frustration.

Solution: Setting Realistic Goals: Establishing achievable short-term and long-term goals can provide learners with a sense of accomplishment and keep them motivated. **Interactive Learning:** Using games, apps,

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and social media platforms to practice English in fun and engaging ways can help maintain motivation. Vocabulary Retention: Learners often struggle to remember and actively use new words in conversation. Spaced Repetition: Using spaced repetition software (e.g., Anki) for efficient vocabulary learning. Contextual Learning: Learning vocabulary in context (sentences or conversations) rather than memorizing isolated words. Word Associations: Creating mental associations or visual aids to remember words. [4. Cook, V. (2008). *Second Language Learning and Language Teaching*. Routledge]

Listening Comprehension: Understanding spoken English, especially at natural speeds, can be difficult for learners.

Solution: Listening to Various Accents: Practicing with different accents to understand a variety of speakers. Using Subtitles: Watching videos with subtitles (first in the learner's native language, then in English). Active Listening Exercises: Practicing with podcasts, TED Talks, or other listening resources, followed by comprehension questions.

Writing Difficulties: Learners often find it hard to structure their thoughts and express ideas clearly in writing.

Solution: Writing Practice: Regularly practicing writing essays, emails, or journal entries. Peer Reviews: Participating in language exchange groups where learners can review each other's writing. Feedback and Revision: Receiving constructive feedback and revising written work to improve accuracy. [5. McCarthy, M., & O'Dell, F. (2002). *English Vocabulary in Use*. Cambridge University Press]

Fear of making mistakes can prevent learners from speaking or writing freely.

Solution: Creating a Safe Learning Environment: Encouraging learners to make mistakes as part of the learning process. Positive Reinforcement: Focusing on progress rather than perfection. Practice Speaking: Using platforms like language meet-ups or online conversation partners to practice speaking in a non-judgmental setting.

Conclusion: While the challenges in learning English are many, they are not insurmountable. Through a combination of effective teaching strategies, consistent practice, and cultural immersion, learners can overcome these obstacles and become proficient in English.

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COMMON CHALLENGES AND STRATEGIES IN LEARNING ENGLISH AS A SECOND LANGUAGE

G. Boboqulova ¹

Abstract:

Language learners look out on difficulties in speaking, listening, grammar, vocabulary, pronunciation, and motivation. This paper explores strategies to support skill development, such as gradually introducing academic vocabulary, using task-based learning, and offering "comprehensible input" for listening. By focusing on achievable goals, real-life interactions, and a growth mindset, these approaches help learners overcome obstacles and build confidence, enhancing overall language proficiency.

Keywords: speaking problems, listening issues, grammar struggles, vocabulary building, pronunciation, motivation.

Many students face various challenges as they progress from basic conversational skills to more advanced language proficiency. These challenges include difficulties in speaking, listening, grammar, vocabulary, pronunciation, and maintaining motivation. To address these issues, it is essential to use practical, learner-centered strategies that encourage meaningful language use and gradual improvement. Approaches such as task-based learning, providing comprehensible input, and promoting authentic interactions can help students build confidence and enhance their skills.

Supporting Language Development Through Practical Approaches

Learners might do well with basic conversational language but often struggle with more advanced academic language. To address this challenge, it's important to gradually introduce academic vocabulary and incorporate visuals, which can assist learners in transitioning from conversational to formal language. Additionally, many learners find it difficult to speak fluently because traditional methods often overlook practical language use. To overcome this, task-based learning should be implemented, allowing students to engage in real-life activities such as role-playing or simulations. These strategies help enhance their speaking skills in practical, meaningful situations.

Improving Listening Skills Through Gradual Exposure and Interaction

Listening difficulties often arise when learners are exposed to language that is too complex for their current level. To address this, it is essential to offer "comprehensible input" by presenting listening material that is slightly above their level but still understandable. This allows learners to gradually improve their comprehension. Additionally, a lack of interaction with fluent speakers can hinder listening development. Encouraging students to converse with native speakers or participate in language exchanges provides opportunities for authentic interactions, helping to improve their listening skills in real-world contexts.

Overcoming Grammar Challenges

Grammar difficulties often differ based on each learner's unique style and preferences. To improve understanding, varied teaching methods, such as visual aids for visual learners and hands-on grammar exercises for kinesthetic learners, can be effective. English grammar poses challenges due to its complexity and irregular patterns, so emphasizing communication over perfection can ease the learning process. Encouraging students to view language as a dynamic journey, where mistakes are a natural part of growth, fosters confidence and resilience in mastering grammar.

Enhancing Vocabulary Retention Through Contextual Learning

Vocabulary development is essential, but it can be challenging if students aren't exposed to enough new words. To address this, it's important to provide varied reading and listening materials that introduce new vocabulary in context, allowing students to gradually expand their word knowledge. Traditional vocabulary exercises often lack context, making it harder for learners to remember words. Therefore, incorporating task-based activities such as storytelling or descriptive exercises, where students actively use new vocabulary in meaningful situations, can significantly reinforce word retention.

Overcoming Challenges in Pronunciation and Motivation

Pronunciation can be difficult for learners who don't regularly interact with fluent speakers. To improve accuracy and confidence, pair learners with native speakers or organize group activities where they can practice pronunciation in a social context. Interaction with fluent speakers is key to enhancing pronunciation, so

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encourage learners to engage in real conversations and interactive language exchanges, where they can receive immediate feedback.

Motivation often presents a challenge in language learning. To maintain engagement, set achievable goals and connect learning tasks to learners' personal interests. Additionally, language learning is rarely a smooth, linear process, which can be frustrating for students. Encourage them to embrace mistakes as part of the learning journey and focus on communication rather than striving for perfect grammar or pronunciation.

Language learning is a multifaceted process that requires diverse, individualized strategies to address learners' unique needs. Approaches such as task-based learning, real-life interactions, and gradual exposure to challenging language help improve proficiency. By prioritizing communication over perfection and encouraging a growth mindset, educators can boost learners' confidence in overcoming language challenges. A supportive learning environment that values practical use, resilience, and personal growth enables students to make steady progress toward fluency and comprehension.

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THE ROLE OF TECHNOLOGY IN LEARNING LANGUAGES

*M. Maxmasaidova*¹

Abstract:

Children can learn languages through technology and AI. Historically, knowledge was delivered through books and classrooms. Now, apps, virtual classrooms and AI chatbots and speech tools make learning both faster and more flexible. AI also adapts each lesson to individual needs, tracking progress and deliver instant feedback to improve pronunciation, grammar and vocabulary building. Learners can practice in more realistic settings in immersive experiences like virtual reality. Despite some of the challenges such as dependence and privacy concerns, technology is making language learning more accessible, more interactive, and more effective.

Keywords: Technology, AI, language learning, virtual reality, chatbots, speech recognition, adaptive learning, pronunciation feedback.

Technology has made learning new languages easier and more interesting than ever before[1]. From mobile apps to smart AI tutors, modern tools make learning interactive, personal, and more effective. Language learning is no longer limited to classrooms or traditional textbooks. With the rise of the internet and smart technology, learners now have access to a wide range of tools that fit their lifestyle and learning pace.

In the past, language learners had to rely on teachers, physical dictionaries, and audio tapes. Now, technology offers countless resources — from interactive apps and virtual classes to AI-powered chatbots and speech recognition programs.

Additionally, technology provides personalized experiences. AI can track progress, identify weaknesses, and adjust lessons to meet individual needs. This helps learners focus on areas they struggle with the most, creating a faster and more effective learning process[2]. With technology evolving rapidly, the future of language learning looks even more promising — offering more interactive, adaptive, and engaging experiences.

This article explains how technology and AI are changing the way people learn languages, what makes them useful, and what challenges they bring.

Technology has replaced many old ways of learning languages, making it easier and more fun. Some big improvements include:

- **Language Learning Apps:** Apps like Duolingo, Babel, and Rosetta Stone use games, repetition, and real-life examples to help people learn words and grammar. These apps keep learners engaged by turning lessons into fun challenges. Many of them offer rewards and badges to motivate users to keep practicing every day. The short, interactive lessons also fit into busy schedules, making it easy to learn on the go. Additionally, apps track users' progress and remind them to review past lessons, reinforcing memory through spaced repetition — a proven technique for long-term retention.

- **Online Courses and Virtual Classrooms:** Websites like Coursera, Udemy, and edX offer complete language courses taught by native speakers and language experts. Learners can follow videos, read materials, and even join live classes where they can ask questions and practice speaking with other students. This flexibility means learners can study at their own pace, choosing courses that match their goals — whether they want to master basic conversations or dive into complex grammar. Some platforms even offer certificates, which can be helpful for career advancement or academic recognition.

- **Speech Recognition Software:** Tools like Google Translate and Speechling let learners practice speaking by listening to their pronunciation and offering corrections. This is especially helpful for shy learners who may feel nervous speaking to others at first. These tools create a safe space for practicing until the learner feels confident enough for real conversations. Additionally, hearing correct pronunciations repeatedly helps train the ear to recognize and reproduce sounds more accurately. Some advanced tools now simulate regional accents, allowing learners to adapt to different dialects and real-world speech patterns.

- **Augmented Reality (AR) and Virtual Reality (VR):** AR and VR technology create immersive learning experiences. For example, learners can explore a virtual market in Spain, ordering food and asking for directions in Spanish. This type of practice helps bridge the gap between learning and real-life situations. It's especially useful for learners who don't have the chance to travel or engage with native speakers in person. Moreover, VR

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platforms often simulate high-stress scenarios, like job interviews or emergency situations, helping learners gain confidence under pressure.

How AI Makes Language Learning Better

AI helps make language learning more personal, giving learners lessons that match their level and progress. Some useful AI tools include:

- **AI Chatbots and Virtual Tutors:** Chatbots like ChatGPT and Mondly simulate real conversations, giving learners a chance to practice speaking and writing. They can ask and answer questions, correct mistakes, and explain tricky grammar points. This kind of instant feedback helps learners improve faster and feel more comfortable using the language naturally[3]. Some advanced chatbots even mimic different conversational styles — from friendly chats to professional discussions — preparing learners for various social contexts.

- **Adaptive Learning Systems:** AI tracks how well a learner is doing and adjusts lessons to fit their strengths and weaknesses. If someone struggles with verb conjugations, the system offers more practice in that area. If they're mastering vocabulary quickly, the system moves on to more challenging content. This keeps learners in the "just right" zone — not too easy to get bored, not too hard to feel frustrated. Over time, the system creates a personalized learning path that adapts to changing needs, ensuring continuous improvement[4].

- **Instant Translations and Transcriptions:** Tools like Google Translate and DeepL quickly translate text, speech, and even images (like signs or menus). This is especially useful when learners travel or come across new words. Some apps even let users point their phone cameras at foreign text to get instant translations, making it easier to engage with the language in real life. In addition, transcription tools help learners convert spoken language into text, improving listening comprehension and spelling simultaneously.

- **Pronunciation Feedback:** AI-powered pronunciation tools listen to how learners speak and give advice on improving their accent. They compare the learner's speech to native pronunciation, highlighting where the learner sounds off and providing tips to fix it. Over time, this can help learners sound more natural and fluent. Some systems even gamify pronunciation practice, rewarding learners for hitting correct intonations and rhythm patterns.

Conclusion. Technology and AI have made language learning easier, more interactive, and more personal. While there are some challenges, the benefits are greater. Learners now have more ways to master new languages. As AI gets even smarter, learning a language will become faster, simpler, and more fun — helping more people around the world speak new languages with confidence. The future of language learning is not only about memorizing words but about building real-world communication skills, cultural understanding, and global connections.

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THE FUTURE OF ENGLISH: WILL IT REMAIN THE DOMINANT GLOBAL LANGUAGE?

S. Chuliyeva ¹

Abstract:

At the moment English is the most studied and spoken language in the world. It functions as a worldwide communication tool for technology, business, and education. But a number of things, such as globalization, technological development, and the emergence of other languages like Chinese and Spanish, have an impact on its dominance. This article examines the factors that contribute to English's standing as a worldwide language and whether it will continue to do so.

Keywords: English language, global communication, language dominance, future trends, multilingualism, globalization.

English is now the most widely used language in the world, controlling academics, international trade, and diplomacy. Economic, political, and historical forces have influenced this dominance. British colonization was the primary impetus behind the English language's early spread, which was subsequently strengthened by American influence in international politics and entertainment. English is spoken as a first or second language by more than 1.5 billion people worldwide. English's position as the most widely used language in the world is not assured, though.

Factors Contributing to English's Global Dominance

1. Historical and Political Influence

The British Empire played a key role in spreading English across Asia, Africa, and the Americas. After World War II, the United States emerged as a superpower, further reinforcing the global presence of English through politics, media, and education. Today, international organizations like the United Nations, the European Union, and the World Trade Organization use English as a primary working language[1].

2. Economic Power of English-Speaking Countries

The economic strength of English-speaking nations, particularly the United States, has contributed to the language's dominance. Many multinational corporations conduct business in English, and the world's major financial centers, such as New York and London, operate primarily in English. This economic influence encourages non-English-speaking nations to prioritize English education.

3. Influence of Technology and the Internet

The digital age has further cemented English's dominance. The majority of internet content is in English, and major tech companies such as Google, Microsoft, and Apple operate primarily in English. Programming languages are also largely based on English, making it essential for those working in technology and innovation [2].

Challenges to English's Future Dominance

1. The Rise of Other Global Languages

While English remains dominant, other languages like Mandarin Chinese and Spanish are gaining influence. China's economic rise has increased the global importance of Mandarin, and Spanish is widely spoken across Latin America and the United States. If these trends continue, English may face competition as the world's primary language of communication [3].

2. Growth of Multilingualism

More countries are promoting multilingual education to preserve their native languages and cultural identity. In Europe, for example, schools encourage learning multiple languages, reducing reliance on English. Additionally, artificial intelligence and real-time translation tools may decrease the necessity of learning English for international communication [4].

3. Political and Cultural Shifts

English has often been associated with Western culture and values. As global politics evolve, some nations may resist English in favor of strengthening their own linguistic and cultural identities. This could lead to a decline in English's dominance in certain regions.

While English remains the most influential global language, its future dominance is not guaranteed. Economic, technological, and political changes could lead to a more multilingual world. However, English will

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likely remain a key global language for the foreseeable future due to its deep-rooted presence in business, education, and technology.

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THE IMPORTANCE OF GRAMMAR IN LEARNING A FOREIGN LANGUAGE

Ch. Shokirova ¹

Abstract:

Grammar serves as the basis of any language. For foreign language learners, understanding grammar is very important because it provides the necessary basis for effective communication. Without a good understanding of grammar, language learners can struggle to convey their thoughts clearly, leading to misunderstandings and impaired communication. This article explores the important role of grammar in mastering foreign languages and highlights its impact on four basic language skills: listening, speaking, reading and writing.

Keywords: Grammar, Foreign language learning, Language structure, Communication accuracy, Language comprehension, Sentences formation, Grammar structures, Fluency, Speaking skills, Listening skills.

Introduction: Learning a foreign language is a changing journey that opens up new cultural, professional and personal opportunities. However, language acquisition goes beyond simply memorizing dictionaries or phrases. This requires a deep understanding of grammar, the system of rules that form the basis of any language. Grammar provides a structural framework that allows students to compose meaningful sentences, convey specific ideas, and communicate effectively.[3] Without this foundation, students can struggle to achieve fluency and confidence in their target language. This article explores the important role of grammar in language learning, exploring its impact on understanding, communication, and overall competence.

Grammar defines the rules that govern the structure of a language, including sentence formation, word order, and the relationship between words. By mastering grammar, learners can construct meaningful sentences that are grammatically correct and contextually appropriate. For example, understanding verb tenses allows learners to express actions occurring in the past, present, or future with accuracy. Additionally, recognizing the proper use of articles, prepositions, and conjunctions ensures coherence in sentence construction. This structural knowledge empowers learners to engage confidently in conversations and written exchanges, even in complex scenarios.[1]

Materials and methods: The studies and observations presented in this article are based on a combination of qualitative and quantitative methods. Core materials include academic literature on second language learning, grammar textbooks, and language learning tools such as mobile apps and online platforms. To analyze the role of grammar in the educational process, data was collected from studies involving language learners of different levels.

Interviews and surveys were conducted with language teachers and students for qualitative concepts to understand their experiences and perspectives in teaching grammar. Quantitative data such as test scores and error analysis in written samples were used to measure the effect of grammatical competence on general language knowledge. In addition, practical language exercises, including roller scenarios and written assignments, have been developed to study the application of grammatical rules in a real context.[6]

Result and discussion: The findings highlight the multifaceted role of grammar in language learning. Quantitative analysis reveals a strong correlation between grammatical proficiency and overall language performance. Learners with a solid grasp of grammar consistently outperformed their peers in writing and speaking assessments, demonstrating fewer errors and greater clarity in expression. Test results also indicated that a focus on grammar significantly enhanced comprehension skills, enabling learners to decode complex texts and follow advanced conversations more effectively.[7]

Qualitative data further support these findings. Educators emphasized that grammar instruction builds learners' confidence, allowing them to participate actively in communication without fear of making mistakes. Interviews with learners revealed that grammar serves as a guiding framework, helping them navigate new linguistic environments and express ideas with precision. However, some learners noted the potential challenges of balancing grammar study with practical language use, underscoring the need for integrated teaching approaches.

The discussion also explored the cultural dimensions of grammar, highlighting its role in conveying politeness, formality, and other social nuances. For example, learners of Japanese or Korean found that understanding grammatical structures tied to honorifics significantly improved their ability to engage with native

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speakers. Similarly, idiomatic expressions rooted in grammatical patterns added depth and authenticity to their language skills.[4]

While the benefits of grammar study are evident, the findings also emphasize the importance of contextualizing grammar within meaningful communication. Overemphasis on grammar in isolation may lead to frustration and hinder fluency. Instead, incorporating grammar into practical activities, such as group discussions or writing exercises, ensures a balanced and engaging learning experience. This approach not only reinforces theoretical knowledge but also fosters the ability to apply grammar in real-life situations.[8]

Participating in discussions, to reinforce their skills and make learning more engaging. Activities like role-playing, journaling, or group discussions allow learners to apply grammatical rules in meaningful ways, bridging the gap between theoretical knowledge and practical application.

Grammar also reflects cultural nuances and societal norms embedded in a language. For instance, politeness levels in languages like Japanese or Korean are expressed through specific grammatical structures. Understanding these aspects helps learners communicate more appropriately and build stronger connections with native speakers. Similarly, idiomatic expressions and colloquialisms often rely on unique grammatical patterns that enrich a learner's language skills and cultural understanding.

Conclusion: Grammar is a fundamental component of foreign language learning, providing the structural framework necessary for accurate and effective communication. By mastering grammar, learners enhance their ability to express ideas, comprehend language, and build confidence in their skills. However, grammar should be taught in conjunction with practical language use to ensure a balanced and holistic approach to learning. Additionally, appreciating the cultural elements tied to grammar enriches the learning experience and fosters deeper connections with the language. As such, grammar remains an essential tool for any language learner striving to achieve proficiency and fluency in a foreign language.[5]

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SOCIAL AND COGNITIVE BENEFITS OF LEARNING FOREIGN LANGUAGES

S. Xoliqov ¹

Abstract:

This thesis analyzes the social and cognitive benefits of learning foreign languages. The study examines the influence of the language learning process on interpersonal communication, intercultural understanding, and social integration. Also, aspects such as the development of cognitive functions of the brain, the strengthening of attention and memory, and the enhancement of creative thinking are analyzed based on scientific sources. The thesis discusses the importance of language learning for learners of different ages and its lifelong impact. According to the results, it is determined that learning foreign languages is important not only for personal development, but also for the development of society.

Keywords: learning foreign languages, cognitive development, social integration, intercultural communication, functional development of the brain.

Introduction

In today's globalized world, the study of foreign languages has become not only an important factor in personal development, but also in the development of society. The rapid development of science, technology, trade, education, and intercultural relations makes multilingualism a strategic advantage for modern man. Studying foreign languages allows not only to acquire linguistic knowledge, but also to increase social flexibility, form intercultural communication skills, and positively influence a person's cognitive development. Therefore, a deep study of the social and cognitive benefits of language learning is one of the important scientific directions today. Language learning has a significant impact on a person's social life. First of all, this process increases the communicative competence of the individual, teaches him to communicate effectively in various cultural environments. Multilingualism allows for the expansion of social ties, easy communication with representatives of different nationalities, and free movement in the global arena. Studies show that knowledge of foreign languages increases competitiveness in the labor market, creates new professional opportunities, and strengthens cooperation at the international level. Also, language learning increases a person's social adaptability and enriches them with such qualities as openness, tolerance.

In addition, mastering foreign languages has a positive impact on a person's cognitive development. Multilingualism stimulates brain activity, develops memory, attention, and analytical thinking. According to research, individuals who speak two or more languages have high mental flexibility and are prone to a creative approach to problem-solving. Also, language learning enhances the plasticity of the brain and helps prevent cognitive stagnation in the process of aging. In this thesis, the social and cognitive benefits of learning foreign languages are analyzed in detail. Within the framework of the study, positive changes observed in the development of the individual and society as a result of language learning are considered. In particular, based on scientific sources, empirical research, and real-life examples, the role of knowledge of foreign languages in personal development, social integration, and improvement of cognitive functions is analyzed. The results of this study will serve to determine the strategic importance of learning foreign languages not only for the individual, but also for society as a whole.

Main part

The social and cognitive benefits of learning foreign languages are widely covered in many scientific studies, and this topic has been deeply studied within the framework of such disciplines as linguistics, psychology, education, and neuropsychology. Studies show that language learning, along with increasing a person's ability to communicate socially, also has a significant impact on their cognitive development. The generative language theory put forward by Chomsky (1965) explains language as a natural part of human mental ability, and this theory served as an important foundation for subsequent research. Vygotsky (1978), in his sociocultural theory, emphasized the interrelationship between language and thinking, explaining how learning a foreign language affects the social development of an individual. According to him, language is not only a means of communication, but also an important factor in the development of human thinking.

In the field of cognitive linguistics, research conducted by Bialystok (2001) and his colleagues has proven the role of bilingualism in improving the cognitive functions of the brain. Their work emphasizes that multilingual

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individuals have a better ability to concentrate and have greater flexibility in problem-solving. Also, researchers such as Green (1998) and Grosjean (2010) scientifically proved that knowing two or more languages positively affects the brain's analysis, planning, and decision-making processes. Research by scientists such as Fishman (1991) and Crystal (2003) on the importance of language learning from a social perspective holds an important place. They emphasize that language learning strengthens the processes of social integration and develops intercultural communication between people. Furthermore, research conducted by Norton (2000) demonstrated how language learning helps individuals develop social self-awareness and find their place in society.

Research on the social and cognitive benefits of learning foreign languages shows that multilingualism develops an individual's communication skills and makes them more adaptable to society. Individuals who learn a language adapt more quickly to different cultural environments and participate more effectively in international cooperation and intercultural communication. Especially in the current period of intensifying globalization processes, knowledge of foreign languages not only expands professional opportunities, but also becomes an important aspect of personal development.

In addition, from a cognitive point of view, language learning has a positive effect on the activity of the human brain. Studies confirm that mastering two or more languages increases attention, memory, and analytical thinking skills. Bilinguals achieve better results in focusing, problem-solving, and performing multiple tasks simultaneously. In addition, it has been found that multilingualism reduces the risk of developing neurodegenerative disorders, such as cognitive stagnation and Alzheimer's disease, in the process of aging. At the same time, the process of language learning also increases the level of cultural consciousness and self-awareness of the individual. Since language and culture are interconnected, by learning a new language, a person becomes acquainted with the values, customs, and worldview of other societies. This increases tolerance and helps to treat different cultures with respect. In general, the study of foreign languages not only increases linguistic knowledge, but also makes a great contribution to the personal, social, and intellectual development of a person. These aspects make the study of foreign languages an urgent and important process not only at the individual level, but also at the societal level.

Conclusion

Learning foreign languages has a great influence on the social and cognitive development of the individual. This process enhances a person's communicative abilities, contributes to the development of intercultural communication, and strengthens social flexibility. Also, language learning develops memory, attention, and analytical thinking, improves cognitive functions, and contributes to more effective decision-making processes. In general, knowledge of foreign languages not only ensures personal intellectual growth, but also makes a positive contribution to the development of society. Therefore, one of the important tasks is the promotion of multilingualism in the education system and the development of effective teaching methods.

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ENHANCING ESSAY WRITING SKILLS IN EFL STUDENTS: STRATEGIES FOR EFFECTIVE LEARNING

*D. Tursunqulova*¹

Abstract:

Essay writing is a crucial academic skill for English as a Foreign Language (EFL) students, yet many struggle with linguistic barriers, argument structure, and coherence. This paper explores strategies to enhance essay writing skills, including process-based learning, scaffolding, peer feedback, and technology integration. The study highlights the importance of structured guidance, collaborative learning, and digital tools in fostering effective writing habits. Additionally, motivation and self-regulation play key roles in students' writing development. By synthesizing research on pedagogical approaches and cognitive factors, this paper provides a comprehensive framework for improving essay writing proficiency among EFL learners.

Keywords: EFL writing, academic writing, process-based learning, scaffolding, peer feedback, technology in education, motivation, self-regulation.

Introduction. Essay writing is a fundamental skill for EFL students, yet it remains one of the most demanding aspects of language learning. Unlike spoken communication, writing requires structured argumentation, coherence, and grammatical accuracy, which many learners find challenging. Factors such as limited exposure to academic writing conventions, cultural differences in discourse styles, and difficulties in structuring ideas further complicate the writing process.

To address these challenges, educators have developed various instructional strategies, including process-based learning, scaffolding, and collaborative feedback. Research suggests that guiding students through the stages of brainstorming, drafting, and revision fosters deeper engagement with writing. Additionally, integrating technology into writing instruction has proven effective in enhancing student participation and providing instant feedback. Motivation and self-regulation also play crucial roles in writing development, as students who actively engage in the learning process tend to improve their skills more effectively [2].

This paper explores a range of pedagogical and cognitive approaches to improving essay writing proficiency in EFL learners. By examining process-based learning, scaffolding, peer feedback, and technology integration, the study aims to provide a comprehensive framework for enhancing students' writing competence.

The Writing Process and Process-Based Learning.

Writing is best understood as a recursive process rather than a linear one. The process approach emphasizes planning, drafting, revising, and editing, allowing students to refine their work systematically [4]. Pre-writing activities, such as brainstorming and outlining, improve coherence and organization, while multiple drafts help students see writing as an evolving skill rather than a one-time task. Educators can scaffold learning by providing structured writing models, explicit instruction, and guided practice. As students gain confidence, these supports can be gradually withdrawn to foster independence. Peer feedback and collaborative writing further enhance this process, encouraging students to engage critically with both their own work and that of others [3],[12].

Technology also plays a role in modern writing instruction. Tools such as digital collaboration platforms and grammar-checking software provide immediate feedback, facilitating the revision process [6]. However, while these tools assist with mechanics, direct instruction remains essential to developing analytical and compositional skills.

By integrating process-based learning, scaffolding, peer collaboration, and technology, educators can help students build confidence and competence in essay writing.

Scaffolding and Explicit Instruction in Writing. Scaffolding plays a critical role in guiding students toward independent writing. Effective scaffolding involves breaking down complex tasks into manageable steps, offering models of well-structured essays, and providing targeted feedback [4]. For instance, using mentor texts—published essays or exemplary student work—helps learners internalize effective writing strategies. Explicit instruction in writing conventions, such as thesis statement development and paragraph coherence, further enhances student performance. Studies indicate that direct instruction in academic writing conventions leads to greater clarity and organization in EFL students' essays [8]. Additionally, sentence frames and structured writing prompts can support students in constructing well-developed arguments. Gradual release of

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responsibility—from teacher modeling to independent practice—allows students to build confidence in their writing skills. Peer collaboration and teacher-led discussions can further reinforce key writing principles, fostering deeper engagement with the learning process. Providing constructive feedback at different stages of writing encourages students to refine their ideas and improve overall text cohesion.

The Role of Peer Feedback and Collaborative Writing. Collaboration and peer feedback are essential components of writing instruction. Engaging students in peer review fosters a deeper understanding of audience awareness and self-reflection. Research suggests that students who participate in structured peer feedback sessions produce essays with improved coherence and logical progression [10]. However, the effectiveness of peer feedback depends on training students to provide constructive and specific comments. Studies have shown that without guidance, peer feedback may focus on surface-level corrections rather than substantive content revisions [8]. Teachers can address this by incorporating peer review training sessions and modeling effective feedback techniques. Encouraging students to engage in reflective discussions after peer review can help them internalize feedback and refine their writing strategies. Additionally, combining peer feedback with teacher feedback ensures that students receive both diverse perspectives and expert guidance. Digital tools, such as online collaborative platforms, further enhance the peer review process by allowing for real-time feedback and interactive discussions.

Technology Integration in Writing Instruction. Technology has become an invaluable tool for enhancing writing instruction. Digital platforms such as Google Docs and collaborative writing applications allow students to engage in real-time editing and feedback. Additionally, automated writing evaluation tools provide immediate feedback on grammar, coherence, and argumentation [13]. While technology offers significant benefits, it should complement rather than replace traditional writing instruction. Research warns that overreliance on automated feedback can lead to superficial revisions rather than deep engagement with content [1]. Therefore, a balanced approach that integrates technology with direct instruction and peer collaboration is most effective. Teachers can enhance learning by guiding students in critically evaluating automated suggestions rather than accepting them passively. Interactive writing platforms that facilitate discussions and collaborative editing help students refine their ideas through dialogue. Furthermore, multimedia tools such as mind-mapping software and digital storytelling applications can support creative and structured writing development.

Conclusion. Developing strong essay writing skills is essential for EFL students to succeed academically. This paper has examined key strategies such as process-based learning, scaffolding, peer feedback, and technology integration, all of which contribute to more effective writing instruction. Research highlights that guiding students through structured writing processes and fostering collaboration enhances their ability to construct coherent and well-developed essays. Furthermore, digital tools and automated feedback provide additional support, though they should be used alongside direct instruction to maximize learning benefits.

In addition to instructional strategies, motivation and self-regulation play critical roles in writing proficiency. Encouraging students to take an active role in their learning through peer collaboration and reflective practice leads to long-term improvements. Ultimately, by integrating research-based approaches and fostering an engaging learning environment, educators can help EFL students overcome writing challenges and develop confidence in their academic writing abilities.

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TILNI MUSTAQIL O'RGANISH UCHUN ZAMONAVIY STRATEGIYALAR

Sh. Hojiyeva ¹*Annotatsiya:*

Ushbu maqolada tilni mustaqil o'rganish uchun zamonaviy strategiyalar tahlil qilinadi. Immersiv (chuqur sho'ng'ish) yondashuv, gamifikatsiya, sun'iy intellekt vositalari, faol va passiv metodlarni uyg'unlashtirish kabi samarali usullar ko'rib chiqiladi. Shuningdek, motivatsiyani saqlash va real maqsad qo'yishning ahamiyati ta'kidlanadi. Mustaqil til o'rganishda texnologiyalar va an'anaviy yondashuvlarni birlashtirish eng samarali natijalarga olib kelishi mumkinligi xulosa qilinadi.

Kalit so'zlar: Sun'iy intellekt, Duolingo, texnologiya, motivatsiya, immersiv yondashuv, gamifikatsiya.

Bugungi globallashtirish dunyoda xorijiy tillarni bilish nafaqat bilim, balki muhim ko'mikmaga aylandi. Mashhur ruhshunoslar xorijiy tillarni o'rganish inson dunyoqarashini qisman bo'lsa-da o'zgartirish xususiyatiga ega degan fikrni ilgari surmoqdalar. Xorijiy tillarni o'rganish asnosida o'sha xalqning turmush tarzi, mentaliteti, dunyoqarashi bilan yaqindan tanishib borish imkoniyati paydo bo'ladi.[1] An'anaviy o'quv kurslari va repetitorlik mashg'ulotlari bilan bir qatorda, mustaqil til o'rganish usullari ham keng tarqalmoqda. Zamonaviy texnologiyalar, sun'iy intellekt vositalari va interaktiv o'quv materiallari bu jarayonni ancha samarali qiladi.

Ba'zan, o'quvchilar til o'rganishdagi qiyinchiliklarini shu tilda gaplashuvchi chet davlatlarida bo'lishga sharoitlari yoki o'sha tilda gaplashadigan do'stlari yo'qligi bilan bog'laydilar. Aslini olganda esa, hozirgi texnologiya va Internet rivojlanayotgan davrda bu kabi vajlar o'rinsiz. Ijtimoiy tarmoqlarda xususan facebook, twitter, telegram orqali onlayn darslar olish yoki Youtube va Duolingo kabi platformalar orqali til o'rganishda juda ommalashgan va qulay usullardandir.[2] Bundan tashqari tilni tabiiy muhitda o'rganish, yani o'sha tilning ichida yashash juda muhim. Bu immersiya-chuqur sho'ng'ish deb ataladi. Kun tartibi o'rganayotgan tilga moslashtiriladi: Telefon, komputer menyulari o'sha tilga o'zgartiriladi, o'sha tilda filmlar, multfilmlar va videolar subtitrl yoki subtitrsiz tomosha qilinadi. Yana bir samarali usullardan biri bu gamifikatsiya va interaktiv dasturlar yordamida o'rganish. Internetda juda ko'p til o'rganish uchun tekin platformalar mavjud va bu ilovalar o'yin elementlari orqali o'quvchiga motivatsiya beradi. Bundan tashqari sun'iy intellekt (AI) til o'rganishni ancha samarali va qiziqarli qilishi mumkin. Al moslashtirilgan darslar, ovozni tanish texnologiyasi orqali talaffuzni tekshirish va grammatika bo'yicha real vaqtda fikr-mulohaza beradi. Bundan tashqari, Al til o'rganish jarayonida foydalanuvchining qiziqishlariga mos keladigan materiallarni tanlab beradi va o'rganuvchilar o'rtasida interaktiv muloqotni ta'minlaydi. Al yordamida til o'rganish imkoniyatlari kengayib, foydalanuvchilarga istalgan vaqtda va joyda o'rganishga qulay sharoit yaratadi. Shuni ta'kidlash joizki, til o'rganishda faqat tinglash va o'qish yetarli emas. Kundalik yuritish, blog yozish, talaffuzdagi kamchiliklarni to'g'irlash uchun o'rganayotgan tilda ovoz yozib, uni tinglash muhim.

Til o'rganish – uzoq davom etadigan, izchillik va sabr talab qiladigan jarayon. Bu yo'lda eng katta muammolardan biri – motivatsiyaning pasayishi va yo'nalishning yo'qolishi. Aynan shu sababli aniq va realistlik maqsad qo'yish til o'rganishda muvaffaqiyatga erishishning eng muhim omillaridan biridir. Maqsadsiz til o'rganish chalkash yo'lda yurishga o'xshaydi: yo'nalish bo'lmasa, harakat samarasiz bo'lishi mumkin. Maqsad nima uchun kerak? Til o'rganishda aniq maqsad quyidagi jihatlarida foydali bo'ladi:

Motivatsiyani oshiradi – Maqsad bo'lsa, ortga chekinish kamroq bo'ladi. Chunki harakatning sababi aniq bo'ladi.

Yo'nalishni belgilaydi – Qaysi bosqichda ekanligingiz va qayerga borayotganingizni tushunasiz.

O'rganish rejasini tuzishga yordam beradi – Qanchalik vaqt va kuch sarflash kerakligini aniq belgilash mumkin bo'ladi.

Natijalarni kuzatish imkonini beradi – Taraqqiyot kuzatilib borsa, motivatsiya yo'qolmaydi.

Motivatsiya ichki (qiziqish, shaxsiy maqsadlar) yoki tashqi (ish uchun, sayohat) bo'lishi mumkin. Qiziqishni saqlab qolish uchun o'rganish usullarini o'zgartirish, o'rganilayotgan tilni kundalik hayotga qo'llash va maqsadlarni aniq belgilash kerak. Muvaffaqiyatga erishish uchun sabr-toqat va izchillik muhim. Chet tilini o'rganish bo'yicha Gardner, "Shaxs chet tilini o'rganishga bo'lgan istagi paydo bo'lsagina bu inson chet tilini o'rganishga inlitilishidan dalolat beradi"- deb aytadi. Motivatsiya mavhum tushuncha hisoblanib, motivatsiyani

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aniqlash qiyinchilik tug'diradi. Motivatsiya orqali chet tilini o'rganuvchi talabalar ajralib turadi, chunki ularda chet tilini o'rganishda ishtiyoqi baland bo'lganligi va ular chet tilini o'zlashtirishda yaxshiroq natijaga erishishi bilan ko'rinib turadi.[3]

Gabrael Wyner shunday deydi: "Agar zavqlanish imkoniyati bo'lsa, hech qachon xavfsiz yo'lni tanlamang. Til sizning doimiy hamrohingiz bo'lib qoladi, u doimo ongingizda yashaydi. Agar siz tanlagan tilingizni yoqtirsangiz, uni o'rganish jarayoni qiziqarli bo'ladi va siz tezroq o'rganasiz".[4]

Tilni mustaqil o'rganish – zamonaviy dunyoda har kimga ochiq imkoniyat bo'lib, texnologiyalar va innovatsion yondashuvlar bu jarayonni yanada osonlashtirmoqda. Muvaffaqiyatga erishish uchun eng muhim omillar – aniq maqsad qo'yish, reja asosida ishlash, muntazam amaliyot va motivatsiyani saqlab qolishdir. Zamonaviy strategiyalar til o'rganishni faqat dars jarayonidan iborat emas, balki hayot tarziga aylantirish imkonini beradi. Muhimi, til o'rganish faqat grammatikani yodlash emas, balki muloqot orqali uni haqiqiy hayotda qo'llashdan iborat. Agar til o'rganish uzoq safar bo'lsa, maqsad – xarita. Agar xarita aniq bo'lsa, yo'lda adashmaysiz. Har bir insonning maqsadi o'ziga xos, lekin eng muhim narsa – doim oldinga intilish va jarayondan zavqlanish.

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CHET TILLARINI O'RGANISH UCHUN ASOSIY YONDASHUVLAR

D. To'ychiyeva ¹, M. Abduqaxarova ²*Annotatsiya:*

Ushbu maqolada chet tilini o'rganishning turli yondashuvlari tahlil qilinib, ularning samaradorligi o'quvchilarning ehtiyojlari va maqsadlariga bog'liq ekani ta'kidlanadi. Erkin muloqot qobiliyatini rivojlantirish uchun kommunikativ va task-based yondashuvlari eng samarali usullar sifatida tavsiya etiladi, chunki ular o'quvchilarning amaliy til ko'nikmalarini shakllantirishga yo'naltirilgan. Shu bilan birga, grammatik bilimlarni chuqur egallash va yozma savodxonlikni oshirish uchun grammatik-tarjimaviy yondashuvlar samarali hisoblanadi. Maqolada turli metodlarning kombinatsiyasi til o'rganish jarayonini yanada samarali qilishga yordam berishi ta'kidlanadi. Ushbu tahlillar til o'rganuvchilar va o'qituvchilar uchun mos usulni tanlashda muhim qo'llanma bo'lib xizmat qiladi.

Kalit so'zlar: chet tili o'qitish, kommunikativ yondashuv, task-based yondashuv, grammatik-tarjimaviy yondashuv, til o'rganish metodlari.

Globalashuv kundan kunga rivojlanayotgan bir davrda chet tillarini bilish turli sohalarda muvaffaqiyat qozonishning asosiy omillaridan biri hisoblanadi. O'zbekiston ham xalqaro miqyosda faol ishtirok etayotgan mamlakat sifatida xorijiy tillarni o'rganish va o'qitishga katta ahamiyat bermokda. Mamlakatning xalqaro maydondagi nufuzi hamda iqtisodiy va ijtimoiy rivojlanishi zamonaviy bilim va ko'nikmalarga ega, chet tillarini mukammal biladigan mutaxassislar tayyorlash bilan chambarchas bog'liq. Xorijiy tillarni egallash insonning faqat ta'lim va ilmiy faoliyatidagina emas, ko'pgina sohalarda jumladan, biznes, siyosat, madaniyat, turizm va boshqa ko'plab jabhalarda ham muvaffaqiyat qozonishiga yordam beradi. Ayniqsa, o'z ona tilimizdan tashqari ingliz, rus, nemis, fransuz va xitoy tillari O'zbekiston ta'lim tizimida keng o'qitilayotgan asosiy tillar bo'lib, ularni o'rganish xalqaro hamkorlikni rivojlantirish hamda global maydonda raqobatbardosh bo'lish uchun muhim ahamiyat kasb etadi.

Hozirgi vaqtda aloqa, interaktivlik, muloqotning haqiqiyliigi, madaniy sharoitda tilni o'rganish, ta'limning avtonomligi va insonparvarligi masalalariga ustuvor ahamiyat berilmoqda. Ushbu tamoyillar madaniyatlararo kompetensiyani kommunikativ qobiliyatning tarkibiy qismi sifatida rivojlantirishga imkon beradi. Chet tillarni o'qitishning yakuniy maqsadi chet tilidagi muhitda erkin yo'nalishni va turli vaziyatlarda etarli darajada javob berish qobiliyatini o'rgatishdir, ya'ni. aloqa. Bugungi kunda Internet resurslaridan foydalangan holda yangi usullar an'anaviy chet tillarini o'qitishga qarshi. Chet tilida muloqotni o'rgatish uchun siz materialni o'rganishni rag'batlantiradigan va etarli xulq-atvorni rivojlantiradigan haqiqiy, haqiqiy hayotiy vaziyatlarni yaratishingiz kerak (ya'ni aloqa haqiqiyliigi prinsipi deb ataladi). Yangi texnologiyalar, xususan Internet ushbu xatoni tuzatishga harakat qilmoqda. Kommunikativ yondashuv bu materialni ongli ravishda anglashga va u bilan ishlash usullariga, muloqotga psixologik va lingvistik tayyorgarlikni yaratishga qaratilgan muloqotni simulyatsiya qiluvchi strategiya. Foydalanuvchi uchun Internetda kommunikativ yondashuvni amalga oshirish ayniqsa qiyin emas. Kommunikativ vazifa talabalarga muammo yoki savolni muvaffaqiyatli qilish uchun taklif qilishi kerak, talabalar nafaqat ma'lumot almashadilar, balki ularni baholaydilar. Ushbu yondashuvni o'quv faoliyatining boshqa turlaridan ajratib olishga imkon beradigan asosiy mezon talabalar o'z fikrlarini shakllantirish uchun mustaqil ravishda lisoniy birliklarni tanlashidir. Kommunikativ yondashuvda Internetdan foydalanish juda yaxshi rag'batlantiriladi: uning maqsadi o'quvchilarga bilim va tajribalarini to'plash va kengaytirish orqali chet tilini o'rganishga qiziqishdir [1].

Til o'qitish usuli o'quvchilarning ehtiyojlari va maqsadlariga mos tanlanishi lozim. Agar asosiy maqsad erkin va tabiiy muloqot qilish bo'lsa, kommunikativ yoki task-based (vazifa asosida o'qitish) yondashuvlari eng samarali hisoblanadi. Ushbu usullar o'quvchilarning real hayotiy vaziyatlarda tilni faol qo'llashiga yordam beradi. Agar grammatikani chuqur o'rganish va yozma savodxonlikni oshirish muhim bo'lsa, grammatik-tarjimaviy yoki o'ziga xos yondashuvlar samaraliroq bo'lishi mumkin. Bu usullar o'quvchilarga qoidalarini tushunish va ularni aniq qo'llash imkonini beradi. Eng muhim jihati – til o'rganish jarayoni o'quvchining maqsad va qiziqishlariga mos kelishi kerak. Shu boisdan, turli yondashuvlarni kombinatsiyalash va individual ehtiyojlarga mos metodlarni tanlash eng samarali natijalarni beradi. O'qituvchining vazifasi har bir talaba uchun tilni amaliy o'zlashtirish

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uchun sharoit yaratish, har bir o'quvchiga o'z faolligini, ijodkorligini namoyish etishiga imkon beradigan shunday o'qitish usullarini tanlashdir. O'qituvchining vazifasi chet tillarini o'qitish jarayonida talabani bilish faoliyatini faollashtirishdir. Hamkorlikda o'rganish, loyiha metodikasi, yangi axborot texnologiyalaridan foydalanish, Internet-resurslar kabi zamonaviy pedagogik texnologiyalar o'quv jarayonida shaxsga yo'naltirilgan yondashuvni amalga oshirishga yordam beradi, bolalarning qobiliyatlari, ularning o'rganish darajasini hisobga olgan holda o'qitishning individualizatsiyasi va farqlanishini ta'minlaydi [2]. Chet tilini o'qitishning samaradorligi asosan o'quvchilarning ehtiyojlari va maqsadlariga bog'liq. Har bir o'quvchi turli sabablarga ko'ra til o'rganadi: kimdir chet elda ishlash yoki o'qish uchun, boshqasi esa kundalik muloqot yoki akademik maqsadlar uchun. Shu sababli, til o'qitish usuli to'g'ri tanlanmasa, jarayon samarasiz bo'lishi mumkin. Masalan, agar o'quvchi chet tilida erkin va tabiiy gapira olishni xohlasa, kommunikativ yondashuv yoki task-based yondashuv eng samarali hisoblanadi. Bu yondashuvlarda o'quvchilar real hayotiy vaziyatlarda muloqot qilishni o'rganadilar va tilni faol qo'llashadi. Ayniqsa, ishbilarmonlik, sayohat yoki xalqaro hamkorlik bilan bog'liq sohalar uchun ushbu metodlar juda foydalidir. Aksincha, agar maqsad akademik yozuv yoki lingvistik tahlil bo'lsa, grammatik-tarjimaviy yondashuv afzalroq bo'ladi. Bu usullar grammatikani chuqur tushunishga va yozma ko'nikmalarni rivojlantirishga yordam beradi. Masalan, tarjimonlar, filologlar yoki adabiyotshunoslarga uchun ushbu yondashuvlar muhim ahamiyat kasb etadi. Shuningdek, ba'zi o'quvchilar uchun tilni tabiiy muhitda o'rganish samaraliroq bo'lishi mumkin.

Xulosa qilib aytganda, chet tilini o'qitish metodikasini tanlashda o'quvchining individual ehtiyojlari, maqsadlari va o'rganish uslubi inobatga olinishi kerak. Shunda o'quv jarayoni samarali va natijador bo'ladi.

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METHODS OF LEARNING VOCABULARY ON TOPIC HEALTH

F. Mehmonova ¹*Abstract:*

The convenience of fast food and instant meals has led to a nutritional compromise, where foods high in calories and low in essential nutrients are increasingly consumed. Stress and sadness often drive emotional eating, leading people to favor sugary and fatty comfort foods, which can result in unintentional weight gain.

Keywords: Food, stress, risk of oral and systemic conditions, unhealthy diets, packaged foods, sugary foods, health issues, junk foods, beverages, diabetes, United States Research's ,electronic devices, sedentary activities, calories, digestive process, stomach, heart, intestines, liver, overeating.

Fatness has been recognized as a widespread epidemic that affects people of all ages and genders demanding immediate action for its control and treatment. Its association with cardiovascular issues has become a pressing concern worldwide, with obesity rates expected to reach 18 percent in men and 21 percent in women by 2025, placing immense pressure on individuals, societies, and healthcare systems. According to the European Society of Cardiology journal, reveal that heart attack survivors with excessive intestinals fat face at significantly higher of experiencing another cardiac event.

A good example would be, people may gain weight unintentionally as a result of certain things you consume, such as sugary foods and beverages. Scientific evidence shows that, the rise of non-communicable diseases worldwide is a serious concern, linked to lack of exercise, unhealthy diets, harmful lifestyles, and smoking.

Moreover, high-fat foods are often chosen over non-fat alternatives by many people. Deficient nutrition could lead to lowered immunity, increased risk of oral and systemic conditions, hindered mental and physical growth, and reduced functional capacity. A lack of awareness and busy lifestyles often lead adolescents to disregard their health. India, with more than 14.4 million obese children, holds the second-largest population of obese children globally, projected to increase to 17 million by 2025.

According to a PAN India survey by the Centre for Science and Environment, 93% of 13,274 children aged 9–14 ate packaged foods, and 68% consumed sugary drinks at least twice a week, with 53% indulging daily. About 25% of schoolchildren consumed ultra-processed foods like burgers and pizza more than once weekly. Popular junk foods included bakery items, chips, soft drinks, and noodles, contributing to health issues such as obesity, high blood pressure, metabolic risks, and behavioral disorders.

Weight gain can be frustrating, especially when you do not know what is causing it. Here are three causes of unintentional weight gain.

1. You rely too much on heavily processed foods.

As an example, a 2019 study involving 19,363 Canadian adults, cited by online sources, revealed that individuals with the highest intake of ultra-processed foods were 32% more likely to be obese than those with the lowest intake. Focus on eating whole foods instead of processed snacks and meals to help maintain a healthy weight.

2. You eat a lot of sugar regularly.

Consuming sugary foods and beverages on a regular basis could elevate your risk of health issues such as diabetes. Consuming sugary foods and beverages on a regular basis could elevate your risk of health issues such as diabetes...

Candy

Cakes

Ice cream

Sweetened coffee drinks

Soda

Beverages high in sugar are the main source of added sugars consumed in the United States. Research from 2018, analyzing 30 studies with 242,352 participants, associated sugary drink intake with weight gain and obesity.

3. You tend to have a physically inactive lifestyle.

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Inactivity often plays a role in the development of weight gain and long-term health issues. Sitting at a desk for work, watching TV, driving, and using electronic devices are all considered sedentary activities.

A study by English scientists revealed that the daily sitting time for 464 people averaged 6.2 hours on working days and 6 hours on days off. The largest portion of sedentary time was due to work-related tasks, followed by TV viewing.

What are the long-term effects of overeating?

The body uses a portion of the calories from food for energy, with the remainder being stored as fat. Taking in more calories than you burn can result in weight gain and increase your chances of developing cancer or other long-term health conditions. Evidence shows that habitual overeating can result in a slower digestive process, causing food to linger in the stomach and increasing the potential for fat accumulation.

What happens when you overeat?

ESOPHAGUS

Extra acid accumulates in the stomach, causing a burning sensation in the chest.

HEART

Extra food consumption causes your metabolism to work faster for digestion.

STOMACH

When you eat too much, your stomach enlarges to hold the excess food, putting pressure on other organs and resulting in discomfort and gas buildup.

LIVER AND PANCREAS

Your system has to increase its production of hormones and enzymes to break down the food.

INTESTINES

Nutrients, such as macronutrients, vitamins, and minerals, are absorbed to fuel the body or become fat reserves.

In conclusion, Unhealthy eating habits leading to weight gain can be controlled through conscious efforts. People can prevent the negative effects of weight gain by choosing healthier foods and improving their diet. Governments, local organizations, and individuals must work together to create opportunities for nutritious eating and healthier lifestyles. Even small changes, when done consistently, can greatly enhance overall health and quality of life.

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THE BEST WAYS OF LEARNING PHRASAL VERBS

S. Nosirova ¹*Abstract:*

This article focuses on phrasal verbs how to make, use them and learn correctly in English context.

Keywords: phrasal verbs, transitive, intransitive, separable, inseparable, multi-words, practice.

Nowadays, we are witnessing that the globe is developing day by day. Therefore, learning foreign language is important aspect of life, actually English language. Knowing English is very common around the globe. One of the most essential decision that result in good changes, especially in foreign language. Resolution No PQ – 5112 dated 19.05.2021 “On measure to bring the activities of popularization of learning languages in the Republic of Uzbekistan to a qualitatively new level was signed by the president [2].

In recent years, most people are learning English. Not knowing English is strange in nowadays. So, learning any languages is a long way. This way will be boring because a language includes in different parts. For example, Phrasal Verbs in English is a bit of difficult rather than another part. What is Phrasal Verbs?

Phrasal Verb is a standard verb, such as put, go, take, plus one or two particles.

What is particle in phrasal verb? Particle is a preposition or adverbs such as: go after, go out. After and out prepositions.

Go together and go away-together and away are adverbs. Another examples of phrasal verbs: hang out, look after, put away, hung up, bring out. Phrasal verbs are transitive and intransitive. A transitive phrasal verb takes an object, for examples: Hang up your jacket. I look up to your dad. Intransitive phrasal verbs are easier to use because there is no object to worry about. Here are some examples of intransitive phrasal verbs [1:50].

She grew up in UK. The plane took off and landed on time. Your children are growing up so fast. What do you want to be when you grow up? One important distinction between phrasal verbs is that they are separable or separable. Separable phrasal verbs have a particle that can be separable from the base verb and moved to different positions within the sentence. Examples of separable phrasal verbs. Take on – to become responsible for, For example: I am going to take on the project. I am going to the project on. Inseparable phrasal verbs have particular that can not be separated from the base verb. Such as: look up to: To look (someone)up to, to look up (someone)to is not correct in context. I really look up to my mum. She looks after her sister. He stands up for yourself. It is important to know that some phrasal verbs can be separable and inseparable depending on context .For instance ,take your shoes off in separable context.

The plane is about to take off is inseparable in context as an object is not required.(3)

Phrasal verbs are multi-word verbs. Some examples for this. I give up! It is too hard. He always gives up without really trying. We are not giving up yet! In this context, Phrasal Verbs change by tenses. How to learn phrasal verbs easily?

First, you need to know the meaning of the whole phrasal verb. Useful tips for learning phrasal verbs.

1.Don't group them by verb. To group the phrasal verbs by a particular verb, get up, get over, get through, get back at.

2.Group them by particle. Each phrasal verb is composed of a verb and a particle.

3.Group them by topic.

Better way to learn phrasal verbs is to organize them by subject. For example, you should make a phrasal verb list for expressing emotion, describing friends, talking about love and relationship.

4.Find the right phrasal verbs to practice. There are a lot of phrasal verb but you should not learn them. You should learn only them that you need to learn.

5.Practise using phrasal verb

Another effective way to practice phrasal verb is create a story with them. If you like writing fiction, you can create a short story using a few phrasal verbs. This method will help you create connection between the words you learnt.

In conclusion, there is no magic way learning phrasal verbs. It requires time, patience and stability. If you are going to be confident in speaking, you should know phrasal verbs and practice them Phrasal verbs are ubiquitous in spoken language, understanding them allow for easier grasp of conversation.

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TA'LIM JARAYONIDA TIL O'RGANISHNING STRESSI VA UNING PSIXOLOGIK TA'SIRI

P. Xurramova ¹*Annotatsiya:*

Ushbu maqolada, til o'rganish jarayonida yuzaga keladigan stressli vaziyatlar va uning psixologik ta'sirlari muhokama qilinadi. Tilni o'rganishda yuzaga keladigan ba'zi muammolar, jumladan, o'zlashtirishdagi murakkabliklar, ijtimoiy bosim, o'z-o'ziga ishonchning pasayishi, xavotir va tashvish, o'zini past baholash, ijtimoiy qo'llab-quvvatlash masalalari ko'rib chiqiladi.

Kalit so'zlar: ijtimoiy bosim, depressiya, emotsional holat o'zgarishi, o'z-o'zini boshqarish.

Ta'lim jarayonida til o'rganish ko'plab o'quvchilar va talabalar uchun muhim va ba'zan stressli tajriba bo'lishi mumkin. Til o'rganish jarayoni faqat yangi grammatikani o'rganish yoki so'z boyligini kengaytirishdan iborat emas, balki o'quvchilarning psixologik va emosional holatiga ham ta'sir ko'rsatadi. Stress, o'z navbatida til o'rganish jarayonida salbiy va ijobiy tarzda namoyon bo'lishi mumkin.

Til o'rganish jarayonida yuzaga keladigan stressning asosiy sabablarini aniqlash o'quvchilarning psixologik holatini tushunishiga yordam beradi. Quyidagi omillar til o'rganish jarayonida stressning paydo bo'lishiga olib kelishi mumkin:

1. Imtihonlar va baholar: Tilni o'rganishda o'quvchilar ko'pincha imtihonlar va baholar orqali o'z bilimlarini namoyish etishga majbur bo'ladilar. Imtihonlarga tayyorgarlik ko'rish, tilni to'g'ri va muvaffaqiyatli tushunish va namoyish qilish talablari ko'plab talabalarda xavotirni keltirib chiqarishi mumkin. Baholarni olishdagi muvaffaqiyatsizlik va o'zlarini baholashdagi past natijalar stressni kuchaytiradi.

2. Tillarni o'zlashtirishdagi murakkabliklar: Til o'rganish jarayoni ko'plab o'quvchilar uchun murakkab bo'lishi mumkin. Yangi grammatik qoidalarni o'zlashtirish, talaffuzni to'g'ri qilish va yangi so'zlarni yodlash qiyinchiliklarini keltirib chiqarishi mumkin. Bu jarayonda o'quvchilar o'zlarini yengilmas to'siqlar bilan duch kelayotgandek his qilishlari mumkin, bu esa stressni oshiradi.

3. Ijtimoiy bosim: O'quvchilar boshqa talabalarga yoki guruhdagi do'stlarga nisbatan o'zlarini solishtirishi mumkin. Boshqalarga qaraganda ko'proq muvaffaqiyatga erishmaslik yoki tilni yaxshi bilmaslik o'z-o'zini tanqid qilishini kuchaytiradi. Bu holat ijtimoiy stressni va o'z-o'ziga nisbatan past baholashni keltirib chiqaradi.

4. O'z-o'zini tanqid qilish: O'quvchilar ko'pincha o'zlarini til o'rganish jarayonida boshqalarga nisbatan yomon baholashadi. Ular o'zlarini tilni mukammal bilmaslikda yoki boshqa o'quvchilar kabi tez o'rganmaslikda ayblashadi. Bu holat o'z-o'zini tanqid qilish va ishonchsizlikni oshiradi, bu esa stressga olib keladi.

Til o'rganishning psixologik ta'siri. Til o'rganish jarayonidagi stressning psixologik ta'siri bir qator holatlarda namoyon bo'lishi mumkin. Bu ta'sirlarning ba'zilari salbiy, ba'zilari esa ijobiy bo'lishi mumkin. Quyidagi psixologik ta'sirlarni ko'rib chiqamiz:

1. Emotsional holat o'zgarishi: Til o'rganishda stress o'quvchilarda asabiylik, xavotir, qayg'u yoki depressiya kabi emotsional holatlar yaratishi mumkin. Tilni o'rganishdagi muvaffaqiyatsizlik, yoki o'zlarini yengilmas deb hisoblash holati o'quvchilarda psixologik buzilishlarga olib keladi.

2. O'z-o'ziga ishonchning pasayishi: Stress til o'rganish jarayonida o'z-o'ziga bo'lgan ishonchni kamaytirishi mumkin. O'quvchi yoki talaba tilni o'zlashtira olmaslik yoki yangi tushunchalarni anglashda qiynalayotganini sezganda, o'ziga nisbatan ishonchsizlik paydo bo'ladi. Bu esa tilni o'rganishda ilgari surilayotgan maqsadlarga erishishni qiyinlashtiradi.

3. Konsentratsiya va diqqatni jamlashdagi qiyinchiliklar: Stress, ayniqsa, til o'rganish jarayonida, diqqatni jamlashda va konsentratsiyani ushlab turishda qiyinchiliklarni keltirib chiqarishi mumkin. O'quvchilar yangi tilni o'rganishga va talaffuz qilishga diqqatni to'liq qaratolmasliklari mumkin, bu esa o'quv samaradorligini pasaytiradi.

4. O'z-o'zini baholashning salbiy ta'siri: Tilni o'rganishdagi muvaffaqiyatsizlik va boshqalarga nisbatan salbiy o'z-o'zini baholash talabalarda stressni yanada kuchaytiradi. O'quvchilar o'zlarini til o'rganishda boshqa talabalarga qaraganda kamroq muvaffaqiyatli deb hisoblashlarining yomonlashishiga olib keladi.

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Til o'rganishdagi stressni boshqarish. Til o'rganish jarayonidagi stressni boshqarish va unga qarshi kurashish o'quvchilarning muvaffaqiyatli rivojlanishi uchun juda muhimdir. Stressni boshqarishning ba'zi samarali usullari quyidagilar:

1. Samarali vaqtni boshqarish: O'quvchilar o'z vaqtlarini yaxshi rejalashtirish va til o'rganishga ajratiladigan vaqtni tashkil etish orqali stressni kamaytirishlari mumkin. Yaxshi vaqtni boshqarish, tilni o'rganishda aniq maqsadlar qo'yish va oraliq natijalar belgilash stressni kamaytiradi.

2. Jismoniy faollik va dam olish: Jismoniy mashqlar va dam olish stressni kamaytirishning samarali vositalaridan biridir. Tilni o'rganishga qaramay, muntazam jismoniy faollik va yaxshi uyqu psixologik holatni yengillashtiradi va yangi bilimlarni o'zlashtirishni osonlashtiradi.

3. Psixologik yordam: Psixologik yordam va maslahatlar olish stressni boshqarishda katta yordam beradi. Til o'rganish jarayonida psixologik qo'llab-quvvatlash, o'quvchilarga o'zlarining hissiy va ruhiy holatini yaxshilashga yordam beradi.

4. Ijtimoiy qo'llab-quvvatlash va bir-biriga yordam berish stressni kamaytirish mumkin. Boshqalar bilan o'rganish va birgalikda tilni o'rganish, ijtimoiy aloqalarni kuchaytiradi va psixologik jihatdan qo'llab-quvvatlaydi.

Til o'rganish jarayoni yangi so'zlarni yodlash, grammatik qoidalarni o'rganish, talaffuzni mukammallashtirish va tilning barcha aspektlarini o'zlashtirishni o'z ichiga oladi. Bu jarayonda o'quvchilar ko'plab qiyinchiliklarga duch kelishi mumkin. Yangi tilni o'rganish jarayonidagi og'irliklar o'quvchilarda stressni kuchaytiradi. O'quvchini yangi grammatik qoidalarni va so'zlarni o'zlashtira olmaslikdan xavotir oladi va bu stressni kuchaytiradi.

Talaffuzdagi muammolar: Yangi tilni o'rganishda talaffuz masalalari ham muhim o'rin tutadi. Ba'zi o'quvchilar o'zlarining talaffuzlarini to'g'ri yetkazishda qiyinchiliklarni keltirib chiqaradi. Bu esa o'quvchilarning o'ziga bo'lgan ishonchini kamaytiradi va stressni oshiradi.

Aqliy yuki va stressga o'rganish qobiliyati: Til o'rganish jarayoni, ayniqsa, tilni chuqur o'rganish uchun ko'p vaqt va aqliy kuch sarflanishini talab qiladi. Yangi ma'lumotni tezda qabul qilish va uni yodlash ko'plab talabalarda stressni oshiradi. Tilni o'rganish jarayoni aqliy yukni oshiradi va shuningdek, o'quvchining psixologik holatini yomonlashtirishi mumkin.

Ba'zida stress va psixologik holat ham quyidagilar orqali chuqurroq anglanadi:

1. Xavotir va tashvish: Til o'rganish jarayonida xavotirning asosiy shakllari akademik stressga, ya'ni tilni to'g'ri o'zlashtira olishga qaratilgan tashvishlarga bog'liq. O'quvchilar yangi tilni to'g'ri gapirishdan va imtihonlarni muvaffaqiyatli topshirishdan qo'rqishadi. Xavotir, ayniqsa, talabalar o'zlarining imtihonlarida yoki darslarda past baholar olishdan qo'rqishlari sababli yuzaga keladi. Bu stress holatining kuchayishiga olib keladi.

2. Ijtimoiy fobiya va o'zini past baholash: Til o'rganish jarayonida o'quvchilar boshqalar bilan tilni amalda ishlatishda o'zlarini noqulay his qilishlari mumkin. Ular tilni o'rganish jarayonida xato qilishdan qo'rqishadi, ayniqsa yangi tilni gapirishadi. Bu holat ijtimoiy fobiya va o'zini past baholashni kuchaytiradi, o'quvchining o'ziga bo'lgan ishonchini pasaytiradi va ko'proq stressni keltirib chiqaradi.

3. O'z-o'zini tanqid qilish va stress: Tilni o'rganish jarayonida o'quvchilar o'zlariga nisbatan juda yuqori talablar qo'yishadi. Ular o'zlarini o'zgalar bilan taqqoslab, tilni mukammal ravishda o'rganmaganliklari uchun o'zlarini tanqid qilishadi. Bu holat o'z-o'zini past baholashni va stressni kuchaytiradi. Tilni o'rganishda muvaffaqiyatga erisha olmaydigan o'quvchi o'zini e'tiborsiz yoki yo'qotilgan sifatida his qilishi mumkin.

Mindfulness va meditatsiya: Mindfulness (e'tiborli bo'lish) texnikalari va stressni kamaytirishda samarali vositalardan biridir. O'quvchilar o'zlarining hozirgi holatiga to'liq diqqatni jamlash orqali stressni boshqarish mumkin. Meditatsiya va mindfulness usullari o'quvchilarga o'z fikrlarini boshqarish va ijobiy tarzda o'ylashni o'rgatadi, bu esa til o'rganish jarayonida muvaffaqiyatni oshiradi.

Kognitiv-behavioral terapiya: Kognitiv-behavioral terapiya til o'rganishdagi stressni boshqarishda juda foydali bo'lishi mumkin. CBT stressni kamaytirishga, o'quvchilarning o'z-o'zini tanqid qilishni kamaytirishga va til o'rganishga ijobiy munosabatni rivojlantirishga yordam beradi. Bu terapiya samarali usullardan biridir. Ijtimoiy qo'llab-quvvatlash: Ijtimoiy qo'llab-quvvatlash tilni o'rganishda stressni kamaytirishga yordam beradi. O'quvchilar o'zlarining o'rganish jarayonida bir-birlari bilan yordam berishlari mumkin. Guruhdagi ijtimoiy aloqalar va o'rganishdagi hamkorlik stressni kamaytiradi va til o'rganish jarayonini yanada samarali qiladi.

Xulosa qilib aytganda, Til o'rganish jarayonida stress talablarning psixologik holatiga sezilarli ta'sir ko'rsatadi. Stressni boshqarish va unga qarshi kurashish uchun samarali usullarni qo'llash o'quvchilarning muvaffaqiyatli til o'rganishiga yordam beradi. Mindfulness, jismoniy faoliyat, ijtimoiy qo'llab-quvvatlash va psixologik yordamning birgalikda qo'llanilishi stressni kamaytirishga va o'quvchilarning o'zlarini qulay va ishonchli his qilishlariga yordam beradi. Shunday qilib, til o'rganishda muvaffaqiyatga erishish uchun stressni boshqarish muhim ahamiyatga ega.

Ta'lim jarayonidagi stress- bu tabiiy va zaruriy hodisa bo'lishi mumkin, lekin uning psixologik ta'siri salbiy bo'lishi mumkin. O'quvchilar va talabalar stressni boshqarish va unga qarshi kurashish uchun turli usullardan foydalanishlari kerak. Yaxshi vaqtni boshqarish, jismoniy faollik, psixologik yordam olish va dam olish talabalarning muvaffaqiyatli o'qishi va o'z salomatliklarini saqlashda muhim rol kasb etadi.

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TIL O'RGANISHDA INNOVATSION YONDASHUVLAR VA O'ZLASHTIRISH USULLARI

F. Xo'jamurodova ¹

Annotatsiya:

Hozirgi zamonda til o'rganish jarayonida innovatsion yondashuvlar va samarali o'zlashtirish usullari muhim ahamiyat kasb etmoqda. An'anaviy ta'lim usullari ko'pincha cheklangan bo'lib, o'quvchilarning til o'rganishga bo'lgan motivatsiyasini oshirish va ularning muloqot qilish ko'nikmalarini rivojlantirishda yetarli natijalar bermaydi. Shu sababli, sun'iy intellekt, virtual reallik, kommunikativ yondashuv, immersiya usuli, task-based learning va CLIL kabi zamonaviy metodlar til o'rganish jarayonini sezilarli darajada samarali qiladi. Ushbu maqolada til o'rganish jarayonida qo'llanilayotgan innovatsion yondashuvlar va ularning samaradorligi tahlil qilinadi.

Kalit so'zlar: Til o'rganish, innovatsion yondashuvlar, sun'iy intellekt, virtual reallik, kommunikativ yondashuv, immersiya usuli, task-based learning, CLIL, texnologiyalar, muloqot, motivatsiya, ta'lim strategiyalari, zamonaviy metodlar.

Kirish. Zamonaviy jamiyatda til o'rganish jarayoni innovatsion texnologiyalar va yangi pedagogik usullar yordamida jadallashmoqda. Globallashuv sharoitida xorijiy tillarni egallash nafaqat shaxsiy rivojlanish, balki kasbiy muvaffaqiyat kaliti sifatida ham namoyon bo'lib, ta'lim tizimi oldida yangi talablarni qo'ymoqda. Shunday ekan, an'anaviy yondashuvlar bilan bir qatorda, innovatsion metodlardan foydalanish til o'rganish samaradorligini oshirishning muhim sharti hisoblanadi. Ushbu maqolada til o'rganishda innovatsion yondashuvlar hamda ularni o'zlashtirish usullari muhokama qilinadi.

Innovatsion yondashuvlar asosan texnologiyalar va psixologik tamoyillarga asoslanadi. Masalan, sun'iy intellekt yordamida moslashtirilgan o'quv dasturlari, virtual va kengaytirilgan reallik ilovalari, interaktiv platformalar til o'rganish jarayonini individual ehtiyojlarga moslashtirishga imkon beradi. Shu bilan birga, kognitiv fanlarning rivojlanishi nutq o'zlashtirish jarayonining ilmiy asoslarini kengroq tushunish va ta'lim jarayoniga tatbiq etish imkonini bermiqda. Tadqiqotlar shuni ko'rsatadiki, o'quvchilarning individual qobiliyatlari va psixologik xususiyatlarini hisobga olgan holda yondashuv qo'llash til o'rganish natijalarini sezilarli darajada yaxshilaydi.

Shu sababli, til o'rganishda innovatsion yondashuvlar nafaqat o'quvchilar, balki o'qituvchilar uchun ham yangi imkoniyatlar yaratadi. Zamonaviy texnologiyalar va ilg'or pedagogik usullarni uyg'unlashtirish orqali til o'rganish samaradorligi ortadi, natijada o'quvchilar qisqa vaqt ichida yuqori natijalarga erishishlari mumkin.

Asosiy qism. Til o'rganish jarayoni inson miyasining murakkab va o'ziga xos faoliyatlaridan biri bo'lib, zamonaviy texnologiyalar va ilg'or pedagogik yondashuvlar ushbu jarayonni tezlashtirish va samarali qilish imkonini bermiqda. An'anaviy ta'lim tizimi uzoq vaqt davomida grammatikaga asoslangan va passiv yondashuvlarga tayanib kelgan bo'lsa, hozirgi kunda innovatsion metodlar yordamida o'quvchilarning faol ishtirokini ta'minlash, real til muhiti yaratish va individual ta'lim ehtiyojlariga moslashtirilgan strategiyalar ishlab chiqish mumkin bo'lib qoldi. Sun'iy intellekt texnologiyalari til o'rganish jarayoniga yangi imkoniyatlar olib keldi. Masalan, Duolingo, Babbel, Rosetta Stone kabi platformalar o'quvchilarning darajasini baholab, individual ta'lim rejalarini yaratadi. Chatbotlar va ovoqli yordamchilar orqali interaktiv muloqot qilish imkoniyati esa til o'rganishning tabiiy muhitini yaratadi. Al asosidagi tizimlar o'quvchilarning qaysi sohalarida kamchiliklari borligini aniqlab, shu yo'nalishda mashg'ulotlarni taklif qiladi. Masalan, Grammarly kabi platformalar yozma nutqni avtomatik tekshirib, grammatik va uslubiy xatolarni ko'rsatadi. Shuningdek, OpenAI asosida yaratilgan suhbat botlari real muloqot sharoitini yaratib, o'quvchilarning til o'rganish jarayonida faol ishtirok etishini ta'minlaydi.

Virtual reallik va kengaytirilgan reallik texnologiyalari til o'rganish tajribasini yangi bosqichga olib chiqmoqda. VR yordamida o'quvchilar chet el muhitiga tushib qolgan kabi his qiladilar va tabiiy muhitda muloqot qilish imkoniga ega bo'ladilar. Masalan, Mondly VR kabi dasturlar foydalanuvchilarga virtual suhbatdoshlar bilan gaplashish, real hayotiy vaziyatlarda til ishlatish imkoniyatini taqdim etadi. Kengaytirilgan reallik texnologiyalari esa o'quvchilarga vizual yordamchilar orqali yangi so'z va grammatik qoidalarni o'rganish imkonini beradi. Masalan, Google Lens orqali chet tilidagi matnlarni avtomatik tarjima qilish va talaffuzini eshitish mumkin.

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Immersiya usuli o'quvchilarning til muhitiga to'liq kirib borishini ta'minlaydi. Bu usulda barcha mashg'ulotlar chet tilida olib boriladi va o'quvchilar majburan ushbu tilni ishlatishga o'tadilar. Ushbu metod, ayniqsa, bolalar va yosh o'quvchilar uchun samarali hisoblanadi. Immersiya muhitini yaratish uchun o'qituvchilar chet tilida hikoyalar aytib berish, filmlar ko'rsatish va til o'rganish bo'yicha audio materiallardan foydalanishadi. Masalan, Kanada va Finlyandiya ta'lim tizimida ushbu metod keng qo'llaniladi.

Vazifaga asoslangan ta'lim metodida o'quvchilarga real hayotiy muammolarni hal qilish uchun topshiriqlar beriladi. Masalan, talabalar birgalikda sayohat rejasini tuzish, mijozlar bilan muzokara olib borish yoki intervyu olish kabi vazifalarni bajaradilar. Bu yondashuv tilni faqat nazariy o'rganish emas, balki uni amaliy jihatdan qo'llash imkonini beradi. Task-Based Learning orqali o'quvchilar nafaqat til bilimlarini oshiradilar, balki jamoaviy ish ko'nikmalarini ham rivojlantiradilar.

CLIL metodida o'quvchilar tilni boshqa fanlarni o'rganish orqali egallaydilar. Masalan, biologiya yoki tarix fanlari chet tilida o'qitilsa, o'quvchilar ham fan bo'yicha, ham til bo'yicha bilimga ega bo'lalilar. Bu yondashuv yevropa mamlakatlarida keng qo'llanilib, ayniqsa, ko'p tilli muhitda samarali natijalar bermoqda. CLIL usuli o'quvchilarning tanqidiy fikrlash, analitik tahlil qilish va til bilimlarini yaxshilashiga yordam beradi.

Innovatsion yondashuvlar va o'zlashtirish usullari til o'rganish jarayonini yanada samarali qiladi. Ushbu metodlarni joriy etish natijasida o'quvchilarning motivatsiyasi oshadi, gamifikatsiya va interaktiv metodlar orqali qiziqish uyg'otiladi, tilni tezroq o'zlashtirishga erishiladi, real muloqotga yo'naltirilgan metodlar nutqiy ko'nikmalarni tez shakllantiradi, individual yondashuv imkoniyati paydo bo'ladi, AI va moslashtirilgan platformalar har bir o'quvchiga mos metodni taklif qiladi, o'quvchilar faol ishtirok etadi va Task-Based Learning hamda immersiya metodlari ularga amaliy tajriba beradi. Innovatsion yondashuvlar til o'rganish jarayonini nafaqat tezlashtiradi, balki uni samarali, qiziqarli va individual ehtiyojlarga moslashtirilgan holda tashkil etish imkonini beradi. Zamonaviy texnologiyalar, pedagogik metodlar va interaktiv vositalar orqali til o'rganish jarayoni yanada rivojlanib, o'quvchilar qisqa vaqt ichida yuqori natijalarga erishishlari mumkin. Shu boisdan, til o'rgatuvchilar innovatsion metodlarni faol qo'llashi zarur.

Xulosa. Til o'rganish jarayoni inson tafakkuri va madaniy aloqalarini rivojlantirishda muhim o'rin tutadi. Innovatsion yondashuvlar va zamonaviy o'zlashtirish usullari ushbu jarayonni yanada samarali va qiziqarli qilish imkonini bermoqda. An'anaviy ta'lim metodlarining cheklavlari sababli, so'nggi yillarda til o'rganishda texnologiyalar, interaktiv usullar va moslashtirilgan ta'lim strategiyalaridan keng foydalanilmoqda. Sun'iy intellekt tizimlari, virtual reallik vositalari, kommunikativ yondashuvlar, immersiya usullari va task-based learning metodlari o'quvchilarning motivatsiyasini oshirib, tilni tabiiy va samarali tarzda o'zlashtirishlariga yordam bermoqda.

Xulosa qilib aytganda, til o'rganish jarayonida innovatsion yondashuvlarni qo'llash o'quvchilarning qiziqish va ishtirokini oshirish, individual ehtiyojlarga moslashgan ta'limni ta'minlash va tilni tezroq o'zlashtirishga erishish imkonini beradi. Kelajakda til o'rgatish jarayonida yanada ilg'or texnologiyalar joriy qilinishi kutilmoqda va bu, o'z navbatida, ta'lim sifatini yanada oshirishga xizmat qiladi. Shu sababli, o'qituvchilar va ta'lim muassasalari innovatsion metodlarni amaliyotga keng joriy etishlari va ulardan samarali foydalanishlari lozim.

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ИННОВАЦИОННЫЕ МЕТОДЫ И ПОДХОДЫ К УСВОЕНИЮ В ОБРАЗОВАТЕЛЬНОМ ПРОЦЕССЕ ПРИ ИЗУЧЕНИИ ИНОСТРАННЫХ ЯЗЫКОВ

Б. Тошпулотова ¹

Аннотация:

В данной статье рассматриваются инновационные методы и подходы к усвоению иностранных языков в образовательном процессе. Особое внимание уделяется использованию цифровых технологий, искусственного интеллекта, геймификации, методике погружения и персонализированным программам обучения. Анализируются преимущества онлайн-платформ, мобильных приложений, ролевых игр, языковых клубов и предметно-языкового интегрированного обучения (CLIL). Подчеркивается значимость коммуникативного подхода и адаптивных методик, позволяющих повысить эффективность изучения языка. Статья демонстрирует, как современные технологии и инновационные методики способствуют ускоренному и более глубокому усвоению иностранных языков.

Ключевые слова: изучение иностранных языков, цифровые технологии, геймификация, методика погружения, персонализированное обучение, искусственный интеллект, видеоматериалы, изучение французского языка, начальные классы, обучение иностранным языкам, аудиовизуальные технологии.

Современное образование стремительно меняется, адаптируясь к вызовам времени и технологическому прогрессу. В изучении иностранных языков традиционные методы обучения постепенно дополняются и заменяются инновационными подходами, которые повышают мотивацию учащихся, делают процесс усвоения знаний более эффективным и увлекательным. Использование цифровых технологий, игровых методик, искусственного интеллекта и персонализированных программ обучения становится неотъемлемой частью образовательного процесса.

В данной статье рассматриваются инновационные методы и подходы, которые помогают учащимся осваивать иностранные языки быстрее и качественнее.

- Цифровые технологии и онлайн-платформы
- Онлайн-курсы и мобильные приложения

Современные технологии позволяют изучать иностранные языки в любом месте и в любое время. Онлайн-платформы, такие как Duolingo, Busuu, Memrise и другие, предлагают интерактивные упражнения, игровые элементы и персонализированные задания. Эти ресурсы адаптируются под уровень знаний учащегося и позволяют ему двигаться в удобном темпе. Мобильные приложения помогают интегрировать обучение в повседневную жизнь. Например, технологии интервального повторения (spaced repetition), используемые в Anki или Quizlet, позволяют более эффективно запоминать слова и выражения.

- Искусственный интеллект и адаптивное обучение

Искусственный интеллект (ИИ) играет важную роль в индивидуализации обучения. Современные системы, такие как ChatGPT, Grammarly и DeepL, помогают анализировать ошибки, предлагают персонализированные рекомендации и корректируют произношение. ИИ-репетиторы, такие как ELSA Speak, анализируют речь учащегося и дают точные рекомендации по улучшению произношения. Это позволяет не только изучать язык, но и осваивать его в реальном контексте общения.

- Игровые технологии в обучении (геймификация)

Геймификация — это использование игровых элементов в образовательном процессе. Этот метод повышает мотивацию и вовлеченность учащихся, делая обучение более увлекательным.

- Ролевые игры и симуляции

Ролевые игры создают имитацию реальных ситуаций, в которых учащиеся должны использовать иностранный язык. Например, моделирование диалогов в магазине, ресторане или аэропорту помогает развивать коммуникативные навыки.

- Обучение через компьютерные игры

Обучающие игры, такие как Influent или Mondly VR, помогают развивать лексику, грамматику и навыки общения. Популярны многопользовательские игры, такие как Minecraft или The Sims, также могут использоваться для неформального обучения, так как игроки взаимодействуют друг с другом на иностранном языке.

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- Методика погружения (Immersion Learning)

Методика погружения предполагает максимальное использование иностранного языка в образовательной среде. Этот метод способствует более быстрому усвоению материала и развитию языковой интуиции.

- Языковые клубы и разговорные встречи

Языковые клубы и разговорные группы позволяют учащимся практиковаться в общении в неформальной обстановке. Такие встречи проходят как в офлайн-формате, так и онлайн (например, через платформу Meetup).

- Программы обмена и путешествия

Участие в международных обменах, таких как Erasmus+ или Work and Travel, помогает учащимся полностью погрузиться в языковую среду, преодолеть языковой барьер и научиться воспринимать язык на слух.

- Метод CLIL (Content and Language Integrated Learning)

CLIL (предметно-языковое интегрированное обучение) предполагает изучение предметов (например, истории, биологии, математики) на иностранном языке. Этот метод помогает учащимся не только изучать язык, но и развивать аналитическое мышление и межпредметные связи.

- Коммуникативный метод обучения

Коммуникативный метод делает основной акцент на устное общение. Учащиеся осваивают язык через диалоги, дискуссии, дебаты и групповые проекты.

Этот метод эффективен благодаря:

Использованию реальных жизненных ситуаций;

Развитию навыков аудирования и говорения;

Минимальному фокусированию на грамматических правилах и максимальному – на использовании языка в практике.

- Персонализированные программы обучения

Каждый учащийся имеет свой темп изучения языка, уровень знаний и предпочтения. Современные технологии позволяют адаптировать обучение под индивидуальные особенности:

- Лексические тренажеры подбирают слова в зависимости от интересов учащегося;

- Аудиокурсы предлагают материалы на темы, которые наиболее интересны обучающемуся;

- Подкасты и видео (например, TED Talks, BBC Learning English) позволяют учиться на аутентичных материалах.

Инновационные методы обучения иностранных языков позволяют сделать образовательный процесс более эффективным, увлекательным и адаптированным под индивидуальные потребности учащихся. Цифровые технологии, искусственный интеллект, геймификация, методика погружения и персонализированные программы обучения помогают быстрее осваивать языковые навыки и применять их в реальной жизни. Современные образовательные тенденции указывают на то, что в ближайшем будущем изучение иностранных языков станет еще более доступным и интерактивным благодаря дальнейшему развитию технологий и методик. Современные инновационные методы и подходы в изучении иностранных языков значительно повышают эффективность образовательного процесса. Традиционные методы постепенно дополняются и трансформируются под влиянием цифровых технологий, искусственного интеллекта, игровых методик и адаптивного обучения. Это позволяет учащимся осваивать язык в удобном формате, повышает мотивацию и делает процесс обучения более естественным и захватывающим. Использование онлайн-платформ, мобильных приложений и искусственного интеллекта дает возможность каждому ученику получить персонализированную траекторию изучения языка. Геймификация, ролевые игры и симуляции создают условия для живого общения и отработки языковых навыков в реальных ситуациях. Методика полного погружения, языковые клубы и международные обменные программы способствуют быстрому преодолению языкового барьера и развитию коммуникативных умений. Кроме того, предметно-языковое интегрированное обучение (CLIL) и коммуникативный метод обеспечивают более глубокое понимание языка, формируя межпредметные связи и когнитивные навыки. Персонализированные программы обучения позволяют учитывать индивидуальные особенности и темп усвоения материала, делая процесс изучения более комфортным и продуктивным. В целом, внедрение инновационных методов и подходов способствует созданию более эффективной, интерактивной и адаптивной системы изучения иностранных языков. В ближайшем будущем, с развитием технологий и методов обучения, процесс овладения иностранными языками станет еще более доступным, динамичным и результативным.

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LEARNING WITHOUT LIMITS: THE IMPACT OF TECHNOLOGY ON EDUCATION

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Abstract:

In today's rapidly evolving world, technology has reshaped education, making learning more accessible, engaging, and limitless. This article explores how virtual classrooms, e-learning platforms, and innovative teaching methods are breaking traditional barriers, allowing students to learn anytime and anywhere. By integrating digital tools into education, we create interactive and personalized experiences that empower learners and educators alike. As technology continues to evolve, it paves the way for a future where knowledge knows no boundaries, fostering a global learning community that thrives on innovation and inclusion.

Keywords: Educational technology (EdTech), online education, virtual classrooms, e-learning platforms, technology integration, innovative teaching methods, learning without boundaries.

Modern education has undergone a dramatic transformation over the past decade. Traditional chalkboards and heavy textbooks are being replaced by interactive screens, virtual reality, and AI-driven learning platforms. Technology in education is more than just a convenience—it's a gateway to endless possibilities, allowing students to explore the depths of the ocean or the vastness of space with a simple click. Instead of replacing teachers, this digital revolution empowers them, fostering personalized learning experiences that cater to each student's unique pace and potential.

Beyond accessibility, educational technology is redefining how students think, create, and collaborate in ways that traditional methods often cannot. Virtual classrooms connect learners from different parts of the world, breaking down cultural and geographical barriers, while adaptive learning systems customize content to meet individual needs. At the same time, educators are using data-driven insights to develop engaging, dynamic lessons that inspire curiosity and academic growth.

A key perspective in digital education highlights the impact of combining visuals with text. Research shows that multimedia tools—such as videos, simulations, and interactive graphics—enhance comprehension and engagement far more than text alone. By integrating such methods into digital learning environments, educators can align instruction with cognitive learning processes, creating more impactful and lasting educational experiences.

However, simply providing access to technology is not enough. True accessibility extends beyond owning digital tools—it requires developing digital literacy skills and creating meaningful, interactive learning opportunities. Rather than widening social and economic gaps, technology should be a tool for inclusion, ensuring that all students, regardless of background, have equitable educational experiences. As online learning continues to expand, this approach becomes increasingly vital.

Another viewpoint sees educational technology as a platform for exploration and discovery rather than a rigid, structured system. By incorporating coding and computational thinking into curricula, students are encouraged to develop creativity, collaboration skills, and digital fluency—essential competencies in today's world. Instead of merely consuming information, students actively participate in shaping their own learning experiences.

A student-centered approach to education advocates for technology-driven environments that adapt to individual progress and needs. Unlike traditional standardized instruction, this model supports personalized learning, allowing students to master concepts before advancing. This ensures that every learner moves at a pace suited to their abilities, making education more effective and inclusive. Additionally, a well-structured framework for online learning highlights the importance of designing digital environments that are interactive, engaging, and ethically developed. By removing geographical and time constraints, this approach creates a future where education is truly limitless, providing learners with access to knowledge regardless of location or economic status.

Online education has expanded significantly in recent years, offering new opportunities while also presenting challenges. Researchers have examined how virtual classrooms and e-learning platforms are transforming learning experiences, particularly in response to the COVID-19 pandemic.

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One major advantage of online learning is its flexibility and accessibility. Students and educators can connect from anywhere in the world, removing traditional barriers to education. However, this shift is not without difficulties. While online learning offers convenience, issues such as poor internet access, low student engagement, and technical challenges can impact its effectiveness.

Studies indicate that successful online education requires more than just digital tools—it demands well-designed courses and active communication between teachers and students. Interactive technologies, multimedia content, and continuous feedback help create a supportive learning environment. Without these elements, students may lose motivation and struggle to stay engaged.

Adaptability is another key factor. As digital learning becomes more widespread, both students and teachers must develop proficiency in using online platforms. Research suggests that students who adjust well to virtual education are more likely to benefit from it in the long term, emphasizing the need for creative and flexible teaching approaches.

Inclusion is also crucial. Instead of deepening educational inequalities, online learning should serve as a bridge to close gaps. To achieve this, access to technology alone is not enough—students must also develop digital skills, collaborate with peers, and receive emotional support.

The rise of online education brings both benefits and challenges. By fostering interactive, inclusive, and adaptable learning experiences, virtual education can provide meaningful, boundary-free learning for people everywhere.

In today's classrooms, technology integration is essential, transforming learning into an engaging and interactive experience. By examining different perspectives, we gain a clearer understanding of how to effectively implement digital tools to support both educators and students.

A key principle in technology-enhanced education is that successful integration goes beyond simply using devices—it requires a strategic approach and clear objectives. Experts emphasize that focusing on purpose, teaching methods, curriculum design, resources, and leadership ensures that technology enhances learning rather than serving as a distraction.

One effective strategy is to align digital tools with established learning theories. By using instructional models that guide technology selection, educators can enhance problem-solving, personalize learning, and increase student engagement.

Collaboration also plays a vital role. Strong partnerships between schools, universities, and communities help create digital networks that promote computational thinking and digital literacy. Such teamwork fosters innovation and benefits both teachers and students.

In the modern world, literacy goes beyond reading and writing—it now includes the ability to find, evaluate, and create digital content. Integrating technology into education is not just about accessing information; it's about preparing students to think critically, adapt to new challenges, and contribute meaningfully in a connected society.

Moreover, true access to technology means more than just having devices. It involves equipping students with the skills to navigate digital spaces, encouraging creativity, and ensuring that every learner has the opportunity to grow in a technology-driven environment. Addressing these challenges helps create a fairer and more inclusive education system.

Ultimately, thoughtful technology integration transforms education. By blending innovative teaching methods with digital tools, schools can create learning environments where students not only acquire knowledge but also develop the critical and digital skills they need to succeed in the 21st century.

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GAMES AS TOOL FOR LEARNING ENGLISH LANGUAGE AT PRIMARY SCHOOL

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Abstract:

This article highlights the significance of learning English in primary school as a foundational step in language proficiency. It emphasizes the growing popularity of incorporating games into the educational process, noting their effectiveness in making learning both engaging and dynamic. The article outlines the benefits of using games, such as reinforcing concepts, enhancing cognitive engagement, boosting motivation and confidence, and accommodating various learning styles. Moreover, it discusses different types of language games, including word searches, charades, and storytelling activities, that can facilitate language acquisition. The article also provides practical suggestions for teachers on implementing games in the classroom, focusing on setting clear objectives, fostering group dynamics, maintaining a balance between competition and fun, and utilizing technology.

Keywords: Learning English language, advantages of games, cognitive development, educational games, learning vocabulary and culture, increase work in team and friendly competition.

The significance of learning English in primary school cannot be overstated, as it serves as a foundational step toward achieving language proficiency. Early exposure to the English language lays the groundwork for more advanced skills later in life. One highly effective educational approach that has been gaining traction is the incorporation of games into the learning process. The integration of games into the educational approach for learning English in primary schools is becoming increasingly popular.

In today's globalized world, the ability to communicate effectively in English has become an essential skill. Recognizing this, educators are constantly exploring innovative methods to teach the language, especially at the primary school level. One of the most promising approaches is the use of games as a tool for learning English. This engaging and interactive methodology not only captivates young learners but also fosters an environment where language skills can flourish. By integrating playful activities into the curriculum, educators can help students build a strong foundation in English while making the learning process enjoyable and memorable. As we delve into the significance of game-based learning, we will explore its benefits, types of games, and the positive impact they have on young learners' language acquisition.

Primary school children are naturally drawn to play, making games an ideal medium for learning. Games offer a fun, interactive, and low-stakes environment that encourages experimentation and reduces the fear of making mistakes. This is particularly important for language learning, where errors are a natural part of the process.

Games can significantly enhance language acquisition by providing a multi-faceted environment where children can learn new words, phrases, and language structures. This interactive setting encourages them to practice speaking, listening, reading, and writing without the fear of making mistakes, thus reducing anxiety often associated with language learning. [13]

Social Interaction in Language Learning. The role of social interaction in learning English through games cannot be overstated. Many games designed for the classroom environment inherently require students to engage with their peers, either through teamwork or friendly competition. This dynamic encourages students to communicate effectively, as they must articulate their thoughts, negotiate strategies, and respond to their classmates. As learners collaborate or compete, they are prompted to use the English language in real-time situations. [3] This practical application helps to cement vocabulary and grammatical structures in their minds, making the learning experience more relevant and impactful. Moreover, the social aspect of games helps lower the anxiety often associated with language learning. When students are immersed in a fun and supportive environment, they are more likely to take risks with their language use, experiment with new expressions, and ultimately build their confidence. Through consistent interaction, students not only improve their conversational skills but also develop important social competencies that will benefit them beyond the classroom. [7]

Immediate Feedback in Language Learning. One of the key advantages of incorporating games into the language learning process is the provision of immediate feedback. During gameplay, students often encounter

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situations where they must use language skills in context, allowing them to receive prompt reactions from peers or the game itself regarding their language use. [4] Moreover, combining games with immediate feedback creates an effective learning environment where students can continuously develop their language skills, ensuring that they not only understand the mechanics of the language but can apply them confidently in various contexts. This, immediate reinforcement plays a vital role in the learning process:

1. Correct Usage: When students make errors, they can quickly identify their mistakes and understand the correct usage. This instant correction helps them to adjust their language skills on the spot.

2. Areas for Improvement: With immediate feedback, learners can recognize patterns in their errors, allowing them to focus on specific areas that need more practice. This targeted approach can make their study more efficient.

3. Retention and Comprehension: Quick feedback helps to solidify new vocabulary and grammatical structures in students' minds. When they associate the feedback with their actions in the game, it enhances their comprehension and retention of the material.

4. Motivation: The dynamics of receiving immediate feedback can also boost motivation. Positive reinforcement encourages students to continue using the language and engage more fully in the learning process. language but can apply them confidently in various contexts. [1]

Contextual Learning through Games. Games, often place language in context, making it easier for students to understand how and when to use specific words and phrases. This contextual learning is essential for real-life language application. By situating language within relevant contexts, games help students grasp the practical usage of specific vocabulary, enhancing their ability to apply what they've learned in real-life situations. The interactive nature of games keeps students engaged, as they actively participate in scenarios that mimic real-world communication. [6] Moreover, contextualized learning aids memory retention, as students are more likely to remember vocabulary and structures that they've used in meaningful contexts. Games also require players to think critically and make decisions using the target language, thereby developing their skills in a dynamic way. Additionally, many games encourage teamwork, fostering collaboration among students and improving social interaction and communication abilities. Overall, contextual learning through games enhances language acquisition by making it relevant, engaging, and applicable to everyday life. [11]

Cognitive Development through Language Games. Engaging in gameplay that requires language use can significantly stimulate cognitive development. When students participate in language-based games, they are compelled to think critically, strategize, and make quick decisions. These cognitive processes are vital for deeper learning and language mastery. As students navigate challenges within games, they enhance their problem-solving skills and improve their ability to process information rapidly. [9] For instance, when players need to interpret clues or respond to questions in real-time, they develop their analytical skills and learn to think on their feet. This practice not only strengthens their language abilities but also fosters adaptable cognitive strategies that are applicable across various subjects and situations. Additionally, these games often require collaboration and communication among peers, which can lead to improved social cognition. Students learn to read social cues, negotiate meanings, and build arguments, all of which contribute to their overall cognitive and linguistic development. Ultimately, the combination of critical thinking, strategic analysis, and social interaction present in language games creates a rich environment for cognitive growth and language proficiency. [2]

Adaptability. Adaptability is a crucial feature of effective educational games, going beyond simple pre-set levels to offer dynamic difficulty adjustment based on real-time learner performance. This involves subtly increasing complexity, introducing new concepts at the right time, and adjusting scaffolding to prevent boredom or frustration. Adaptability also enables personalized learning pathways by analyzing strengths and weaknesses, allowing for more focused learning. Individualized feedback and hints, tailored to specific errors, provide more effective support than generic responses. [8] Furthermore, adaptive games can cater to diverse learning styles by offering multiple modes of engagement (visual, auditory, kinesthetic). These games track progress, generating reports to inform learners and educators, and sometimes incorporate branching narratives that change based on choices, fostering investment in the learning. The benefits extend beyond working within the zone of proximal development; adaptability increases motivation, improves self-efficacy, and promotes deeper learning by targeting specific areas where learners struggle. In essence, the adaptability of educational games creates a personalized, engaging, and efficient learning journey, moving beyond one-size-fits-all approaches. [14]

Goal-Oriented Practice. Goal-oriented practice in educational games effectively transforms learning into an engaging and rewarding experience by providing clear objectives and a defined progression, motivating learners to achieve specific language goals. Effective games offer meaningful, relevant, and immediate rewards, such as virtual currency, access to new content, or the simple satisfaction of mastering a skill, which reinforce positive behaviors. Beyond extrinsic rewards, goal-oriented practice taps into intrinsic motivation by fostering

mastery, competence, and autonomy, promoting a sense of ownership over the learning process. [12] A variety of challenges and objectives, gamified feedback, and the seamless integration of learning into game mechanics also prevent boredom and help learners identify areas for improvement. This approach allows learners to visibly track their progress, feel a sense of accomplishment, and experience the satisfaction of overcoming challenges, ultimately increasing focus, enhancing problem-solving skills, and improving overall skill acquisition. The result is that potentially tedious learning exercises become enjoyable and less monotonous, leading to greater engagement and a more effective learning experience. [15]

Why Integrating Learning into Game Mechanics is Crucial. Effective educational games thrive on seamlessly integrating learning into the core gameplay, transforming it from a separate, tedious task into an enjoyable experience that blurs the line between entertainment and education. This well-integrated learning creates intrinsic motivation, driving players through the game's challenges, rewards, and progression, which indirectly encourages them to master the learning content. By providing context, learning within the game becomes meaningful and relevant; for example, vocabulary in a fantasy RPG is linked to objects and situations, making it easier to remember. Unlike passive methods, games demand active engagement, requiring players to actively experiment, solve problems, and make decisions, which ultimately enhances their understanding and retention. [10] The power of immediate feedback in games allows learners to quickly identify mistakes and adjust their strategies, fostering a powerful iterative learning process. Finally, personalized learning is achievable through games designed to adapt to individual learning styles and progress, adjusting challenges and allowing learners to revisit areas where they need more practice. [5]

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THE POWER OF GROUPTHINK IN DECISION MAKING PROCESSES

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Decision-making is a crucial aspect of human interaction, influencing various sectors such as politics, business, healthcare, and social dynamics. While collective decision-making is often seen as a way to harness diverse perspectives and expertise, it can sometimes lead to groupthink—a psychological phenomenon where the desire for harmony or conformity results in irrational or dysfunctional decision-making. Decision-making is a critical skill that influences every aspect of life, from personal choices to business strategies and global policies. It determines success, efficiency, and adaptability in different situations. Good decision-making ensures that individuals and organizations navigate challenges effectively, achieve goals, and avoid unnecessary risks. Below are key reasons why decision-making is important. Every problem requires a decision to reach a solution. Without decision-making, issues can escalate, leading to delays, confusion, or missed opportunities. Good decision-making streamlines processes and ensures that time and resources are used effectively. Groupthink is a psychological phenomenon where a group of people prioritizes harmony and consensus over critical thinking and individual opinions. This can lead to poor decision-making, as members suppress dissenting viewpoints, ignore potential risks, and make irrational choices to maintain group unity. Groupthink occurs when a group prioritizes consensus over critical evaluation, leading to poor decisions, overlooked risks, and missed opportunities. While it can contribute to efficiency and cohesion, it can also foster overconfidence, suppress dissent, and lead to catastrophic outcomes. Essentially, groupthink is the tendency of cohesive groups to reach consensus on issues without offering, seeking, or considering alternative viewpoints.

Keywords: Groupthink, decision-Making, consensus, conformity, critical thinking, leadership, teamwork, pressure, conform, censorship, mind guards.

The concept of groupthink was initially presented by social psychologist Irving Janis in 1972. He characterized it as a cognitive process when a group's quest for consensus supersedes its inclination to evaluate options critically. This occurs when group members stifle dissenting viewpoints, neglect to assess risks impartially, and base choices on consensus rather than logical evaluation. Although groupthink is frequently regarded as detrimental, it is essential to comprehend its function in decision-making. It emphasizes the impact of group dynamics on decision-making, collaboration, and organizational culture. Groupthink illustrates how social pressure and the pursuit of consensus can result in suboptimal or illogical judgments. Identifying groupthink enables leaders to discern when a team is evading critical evaluation or overlooking possible hazards. The 2008 Financial Crisis partially resulted from groupthink among financial organizations, wherein experts disregarded warnings regarding hazardous lending practices. Janis posits that groupthink is defined by several cognitive biases and social dynamics. • The Illusion of Invulnerability refers to the phenomenon when group members perceive themselves as infallible, resulting in excessive confidence and propensity for risk-taking. Collective Rationalization is a predominant cognitive bias when a group disregards warnings and negative feedback, hence reinforcing its judgments. Stereotyping of outsiders is a subsequent beneficial prejudice that perceives those who contest the group's ideals as stupid, weak, or uninformed. • Pressure to Conform indicates that members experience compulsion to adhere to the group's agreement, deterring dissent. • Self-censorship is a significant phenomenon wherein individuals with reservations opt not to articulate their concerns to evade conflict or ostracism. • The illusion of unanimity is a cognitive bias that interprets silence as consensus, thereby reinforcing the belief that all parties endorse the decision. Mind guards provide information regarding certain individuals who function as gatekeepers, protecting the group from dissident viewpoints or conflicting facts. Numerous choices inside organizations are rendered by groups, teams, or committees (Gunnarsson, 2010). Does this imply that collective decisions are superior to those made by an individual? We will commence by

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examining the advantages of collective decision-making (Robbins & Judge, 2011). Collectives produce more comprehensive information and knowledge. They provide enhanced diversity of perspectives. Group decisions result in heightened acceptance of the outcome. Despite the acknowledged advantages, group judgments possess inherent flaws. A notable dysfunction in decision-making that has garnered significant scholarly attention is the phenomena known as groupthink (Brownstein, 2003; Chapman, 2006; Choi & Kim, 1999; Eaton, 2001; Esser, 1998). Irving Janis introduced the term groupthink, which occurs when internal group pressures result in diminished cognitive efficiency, distorted perceptions of reality, and weakened moral judgments (Janis, 1982). It often arises in tightly-knit groups where the members' aspiration for unanimity supersedes the objective assessment of issues and solutions. The decision-making process is influenced by both advantageous and detrimental impacts. One good effect is that decisions can be taken swiftly when there is minimal dispute and debate. Most individuals contemplate the matter and may readily identify solutions to each hard inquiry. Furthermore, teaching cohesiveness can provide significant positive consequences, as it fosters a sense of togetherness and shared purpose, hence enhancing morale and cooperation. Moreover, confidence—when a group reaches a consensus, individuals may experience increased assurance in the decision—is crucial for the decision-making process. Undoubtedly, there are adverse effects as well. The absence of critical thinking encompasses those who may refrain from challenging ideas to preserve peace, resulting in suboptimal actions. Repression of Dissent - Individuals with divergent viewpoints may experience coercion to conform. Overconfidence may result in the disregard of prospective hazards, leading to perilous or irrational decisions. Groupthink can engender a perilous illusion of confidence, when members collectively disregard potential risks and overrate the validity of their actions. This behavior results in perilous or irrational decisions as individuals repress uncertainties to preserve group unity. Practical Illustrations of Groupthink in Decision-Making The COVID-19 pandemic necessitated swift decision-making by governments, healthcare authorities, and scientists globally. Numerous decisions were taken collaboratively, with specialists convening to evaluate risks, devise policy, and execute remedies. Nonetheless, although collective decision-making resulted in scientific advancements and efficient answers in certain instances, groupthink also contributed to procrastination, the suppression of alternative opinions, and the occurrence of expensive errors. This section examines the pivotal individuals, organizations, and scientific teams that influenced the pandemic response—both favorably and unfavorably—through decision-making and groupthink. The WHO was pivotal in coordinating worldwide pandemic response. Researchers at the WHO endeavored to identify the virus, establish health guidelines, and coordinate vaccination initiatives. Nonetheless, initial decisions—such as postponing the announcement of a pandemic—were condemned due to political influence and collective conformity. Dr. Anthony Fauci (United States) Dr. Fauci, as the Chief Medical Advisor to the U.S. President, epitomized science-driven policymaking. He championed masks, social isolation, and vaccinations despite political resistance. Although Fauci was esteemed, his proposals were occasionally disregarded or superseded owing to political consensus. Dr. Tedros Adhanom Ghebreyesus, Director-General of the WHO, spearheaded global communication initiatives about COVID-19. Criticized for the tardiness of travel restrictions and ambiguous communication in early 2020. His judgments demonstrated an equilibrium between scientific advisories and political influences, underscoring the impact of groupthink on the WHO's initial response. Dr. Katalin Karikó and Dr. Drew Weissman, developers of mRNA vaccines Their research on mRNA technology resulted in the creation of the Pfizer-BioNTech and Moderna vaccines. The collaboration among scientists, pharmaceutical corporations, and governments led to the swiftest vaccine development in history. Effective collective decision-making facilitated swift innovation; yet, worldwide vaccine distribution was hindered by groupthink and disparities. Government Officials: Collective Conformity and Proficient Leadership Jacinda Ardern, Prime Minister of New Zealand Heeded health authorities and instituted stringent lockdowns promptly. Promoted transparent communication with the public to prevent groupthink. New Zealand's empirical methodology resulted in a reduced incidence of cases and fatalities relative to other countries. Donald Trump, then President of the United States, minimized the virus, disregarded expert advisories, and disseminated falsehoods. Numerous individuals within his administration participated in groupthink, disregarding scientific evidence and advocating for unverified treatments such as hydroxychloroquine. His judgments led to elevated infection rates and vaccine skepticism in the United States, highlighting the importance of scientific collaboration and successful decision-making narratives. Operation Warp Speed (United States) A public-private collaboration that expedited vaccine research. Facilitated collaboration among scientists, pharmaceutical corporations, and governmental entities to expedite vaccination authorization. Effective decision-making and collaboration resulted in the development of numerous vaccinations within a year. Groupthink significantly impacts the decision-making process. Although it can improve efficiency, cohesion, and confidence in collective decisions, it frequently results in adverse consequences by stifling dissent, neglecting dangers, and promoting overconfidence. Historical instances, ranging from military defeats to industrial catastrophes, exemplify the perils of unrestrained groupthink. Organizations and leaders must

actively mitigate groupthink to enhance decision-making by promoting open communication, supporting independent thought, soliciting outsider viewpoints, and employing organized decision-making frameworks. By doing so, they can achieve equilibrium between cohesion and critical evaluation, resulting in more reasonable, well-informed decisions. The essence of effective decision-making is in integrating multiple viewpoints while retaining the capacity to interrogate assumptions and scrutinize dominant views.

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CRITICAL THINKING AND EVERYDAY PROBLEM-SOLVING

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Abstract:

Critical thinking is a fundamental cognitive ability for addressing daily challenges. It entails the analysis, evaluation, and reasoning of information to draw logical conclusions. This article examines the essence of critical thinking, its essential elements, and its practical application in everyday life. Furthermore, the tactics for cultivating this skill and its importance in social and professional contexts are examined. Critical thinking empowers individuals to make reasoned decisions, circumvent errors, and enhance their overall effectiveness in life.

Keywords: Critical thinking, problem-solving, decision-making, logical analysis, cognitive skills, analytical thinking.

In the contemporary, swiftly evolving landscape, the capacity to resolve issues efficiently is essential for both personal and professional achievement. Critical thinking involves the objective evaluation of information and the formulation of rational conclusions, relevant in both academic and professional contexts as well as in daily life. Critical thinking is essential for financial planning and managing interpersonal relationships. It consists of several crucial elements necessary for effective problem-solving, including analysis, evaluation, inference, explanation, and self-regulation. Analysis is deconstructing information into smaller components to comprehend its meaning and importance, whereas assessment examines the credibility of information prior to forming judgements. Inference enables humans to draw logical conclusions from available facts, whereas explanation facilitates the articulation of thoughts during decision-making. Ultimately, self-regulation entails introspection of one's cognitive processes to recognise and rectify errors. Critical thinking markedly improves decision-making across all facets of daily life, enabling individuals to make informed, rational, and well-reasoned choices. Critical thinking in personal decision-making allows individuals to meticulously assess their alternatives prior to making significant life decisions, such as acquiring a residence, choosing a professional trajectory, or strategising for the future. Instead of depending on emotions or spontaneous responses, individuals with robust analytical skills evaluate the merits and drawbacks of each option, contemplate long-term ramifications, and make judgements that correspond with their objectives and principles. Through a rigorous analysis of the available knowledge, individuals can mitigate risks and avert expensive errors. Critical thinking is an essential skill in the workplace that enhances professional performance by promoting efficiency, originality, and problem-solving abilities. Employees that use critical thinking may evaluate business difficulties from several viewpoints, recognise potential impediments, and formulate innovative solutions. Moreover, efficient cooperation and collaboration depend on objective reasoning, allowing professionals to resolve issues constructively and make decisions grounded in logic rather than personal biases. Managers and leaders employing critical thinking skills can effectively traverse intricate workplace dynamics, enhance productivity, and make judicious business decisions that advantage both employees and the organisation collectively. Financial management is a field where critical thinking is crucial. Individuals with robust analytical skills can evaluate investment risks, formulate sustainable financial plans, and devise successful budgeting procedures. By evaluating the credibility of financial counsel, confirming the authenticity of investment prospects, and differentiating between reputable sources and deceptive promotions, individuals can protect themselves from financial fraud and prevent detrimental financial choices. Furthermore, critical thinking empowers individuals to prioritise financial requirements, manage expenditures, and make informed decisions on savings, loans, and long-term investments. Interpersonal connections are enhanced by critical thinking, which prompts individuals to contemplate other perspectives and communicate more efficiently. Misunderstandings and confrontations frequently emerge from assumptions, emotional responses, or misinterpretations. Through the application of objective thinking and attentive listening, individuals can facilitate more substantive dialogues, avert superfluous conflicts, and address issues in a logical

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fashion. Employing critical thinking in social interactions cultivates empathy, fortifies relationships, and improves mutual understanding, hence resulting in more pleasant and constructive exchanges. Media literacy and information analysis are essential elements of critical thinking, especially in a digital information-dominated world. The internet and mass media offer extensive content; yet, not all sources are reliable or precise. Critical thinkers assess the credibility of information by verifying facts, scrutinising sources, and recognising potential biases in news stories, social media content, and online publications. Individuals who cultivate robust media literacy abilities can differentiate between factual reporting and misinformation, thereby averting the dissemination of false narratives and manipulative content. Critical thinking is essential for cultivating an informed society, countering disinformation, ensuring responsible information consumption, and encouraging independent thought in a swiftly changing environment. Education is essential for cultivating critical thinking skills. Educational institutions must integrate critical thinking into their curricula to enable students to address challenges logically and analytically. Instructional strategies that prioritise inquiry-based learning, discussion, and problem-solving activities can markedly improve students' cognitive capacities. Furthermore, lifelong learning fosters ongoing advancement in critical thinking. Individuals who pursue knowledge, read extensively, and participate in intellectual discourse have enhanced reasoning abilities. Critical thinking enhances creativity, enabling individuals to transcend traditional solutions and tackle difficulties innovatively. Through critical discourse and the exploration of diverse viewpoints, individuals can enhance their comprehension of intricate topics and arrive at educated judgements. Furthermore, cultivating robust reasoning skills improves the capacity to differentiate between facts and views, hence aiding individuals in navigating social and professional contexts more efficiently. Various strategies can be employed to enhance critical thinking. Enquiring promotes profound understanding, whereas scrutinising assumptions facilitates critical assessment of one's convictions and viewpoints. Examining varied perspectives facilitates a more thorough examination of issues from several aspects, while engaging in logical reasoning through puzzles, debates, and analytical exercises enhances critical thinking abilities. Self-reflection is essential, as evaluating one's decisions and rectifying mistakes fosters ongoing enhancement of critical thinking skills. Participating in dialogues with those holding divergent viewpoints, soliciting constructive criticism, and persistently challenging assumptions are efficacious methods for enhancing critical thinking abilities. Technology and digital literacy are crucial components of contemporary critical thinking. The extensive information accessible on the internet necessitates the cultivation of robust analytical skills to distinguish genuine sources from unreliable ones. Individuals deficient in critical thinking abilities may become susceptible to misinformation, manipulation, and biased narratives. Consequently, imparting media literacy and promoting ethical information intake is essential for cultivating an informed society. Critical thinking is an essential foundation for personal and professional growth, enabling individuals to make informed decisions, assess situations rationally, and devise creative solutions to challenges. It functions as a protection against manipulation, deceit, and misinformation, guaranteeing that individuals depend on evidence-based reasoning in their decision-making processes. Societies that foster critical thinking typically advance more rapidly, as they create circumstances that promote intellectual curiosity, autonomous reasoning, and ongoing education. Governments, schools, and policymakers must proactively advocate for analytical reasoning, fostering independent thought in young individuals and prompting them to question assumptions instead of accepting information uncritically. This intellectual rigour enhances individual competency and promotes national progress, facilitating innovation and economic prosperity. Furthermore, in a time of swift technological progress and information saturation, critical thinking is a vital competency for sifting through extensive data, discerning credible sources, and evading the perils of misinformation. Individuals with advanced critical thinking abilities are more adept at navigating intricate social, political, and economic environments, enabling them to make educated decisions that foster personal achievement and society advancement. To cultivate a future that flourishes through knowledge, creativity, and rationality, communities must embed the tenets of critical thinking from a young age, enabling individuals to confront challenges with assurance, flexibility, and intellectual profundity. Ultimately, critical thinking increases personal development and acts as a catalyst for innovation, democratic government, and global progress.

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THE POWER OF GROUP THINKING IN DECISION MAKING

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Abstract:

This article examines groupthink, a phenomenon in which the pursuit of consensus within a group stifles critical analysis and dissenting opinions. It underscores the role of group cohesion and in-group prejudice in this issue, especially inside political contexts such as the U.S. Senate. The essay elucidates that individuals frequently conform owing to societal pressure and apprehension of rejection, hence constraining alternative ideas. Furthermore, the "Party over Policy" approach exacerbates groupthink in politics, prioritizing party allegiance over independent decision-making. The paper underscores the dangers of groupthink, illustrating its potential to impair decision-making and promote erroneous judgments in social and political arenas.

Keywords: Group thinking, group cohesion, group bias, conformity, collusion, part over policy.

In 1972, psychologist Irving Janis used the term "groupthink" to define a scenario in which individuals inside a group prioritize consensus over critical analysis of an issue. This concept has since been employed to elucidate suboptimal decision-making in other contexts, encompassing political failures such as the Bay of Pigs invasion and scientific catastrophes like the Challenger explosion. Currently, collective decision-making is crucial in numerous aspects of life. Small groups—such as sports teams, families, and students—make everyday decisions, but larger, high-stakes groups, including the U.S. Senate, jury panels, corporate boards, and the United Nations, impact decisions that affect millions. Psychological theories such as groupthink are frequently employed to examine political and social movements. The peril of groupthink is that it stifles independent thought, resulting in suboptimal decisions that can adversely affect both the group and society at large. The Influence of Social Identity on Groupthink A primary component affecting groupthink is social identity, which pertains to individuals' perceptions of their own and others' perspectives within a group. Social identity theory posits that an individual's self-concept is influenced by their group memberships, indicating that their identity is intricately linked to group affiliation. Individuals who deeply identify with their group are inclined to candidly articulate their opinions and apprehensions over collective decisions. Conversely, individuals with weaker identification are more prone to modify their beliefs to align with their perceptions of the views of other members. Consequently, individuals with a diminished affiliation to the group are more vulnerable to groupthink. This divergence in social identification can generate a disparity between people's genuine beliefs and their public expressions, especially when they presume their views coincide with those of the community. An empirical illustration of social identification affecting groupthink is the "Party over Policy" phenomena in the United States Senate. Senators, who openly cast their votes, frequently adhere to their party's position instead of impartially assessing the effects of legislation on their constituency. Rather of basing decisions on policy specifics, they conform to their political party's official stance. A Senator's career progression relies on sustaining robust connections to their party, necessitating the public affirmation of their party affiliation. This intense affiliation with the party heightens their susceptibility to groupthink, as the pursuit of cohesion within the party eclipses autonomous decision-making. Group Cohesion a crucial element of groupthink pertinent to the U.S. Senate is group cohesiveness, defined as the degree to which members are dedicated to remaining inside the group and conforming to each other. Research on group cohesiveness and productivity demonstrates that heightened cohesion improves favorable evaluations of group decisions. Nonetheless, these positive sentiments and elevated consensus may also facilitate collusion, as members conspire to further concealed goals not disclosed to the larger group. As individuals concentrate on establishing new social connections and enhancing group cohesion, the chances for dissenting viewpoints diminish. Thus, robust group cohesion is intricately associated with an elevated risk of groupthink (Baron, 2005). This transpires when heightened identification with the group bolsters conformity, ultimately resulting in diminished collective performance due to increased social cohesion. The influence of group cohesion in the Senate is also apparent in the dominance of a "Party over Policy"

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mentality. Senators frequently prioritize their political associations to enhance their careers, since individuals with robust party connections possess a greater likelihood of re-election compared to those lacking such ties. The necessity to align with a political party deters Senators from expressing dissenting opinions, hence exacerbating the propensity for groupthink within certain political contexts. The Mechanism of Groupthink What is the causes of groupthink? Reflect on your most recent experience collaborating in a group, perhaps for an academic project. Imagine someone proposing a proposal that you deem utterly ineffective or even absurd. However, rather than voicing your concerns, you observe that others endorse the plan and appear enthusiastic about forward with it. Do you contest their decision, or do you remain silent and conform to the group? Individuals frequently succumb to groupthink due to concerns that dissent may incite conflict or apprehension that voicing an alternative perspective could result in ostracism by the group. What Causes Groupthink? Groupthink is a multifaceted phenomenon shaped by numerous causes. A crucial aspect is group identity; it is more probable to manifest in groups when individuals possess analogous histories, views, or experiences. When a group possesses a robust sense of identity, its members frequently perceive their own perspectives as accurate or superior, while disparaging outsiders, a phenomenon referred to as in-group bias. Members of a closely-knit group frequently exhibit analogous thought processes, leading them to interpret information and draw conclusions in comparable manners. This collective viewpoint can exacerbate biases and restrict various perspectives, heightening the probability of groupthink. Groupthink arises when robust group cohesion and identity compel members to priority consensus over critical analysis. Fear of disagreement, in-group prejudice, and homogeneous viewpoints inhibit dissent, heightening the likelihood of erroneous decisions. In environments such as the U.S. Senate, this can perpetuate conformity, constraining various perspectives and undermining decision-making.

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THE ART OF INTERPRETATION: A CRITICAL THINKING APPROACH

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Interpreting art is a multifaceted and evolving process that necessitates critical thinking abilities for the analysis, evaluation, and appreciation of artistic manifestations. This article examines the methodology of art interpretation through the lens of critical thinking. The examination encompasses observation, context, meaning-making, and individual and cultural views. By employing logical reasoning, analytical inquiry, and introspective contemplation, individuals can interact more profoundly with artworks and reveal their various dimensions. The study emphasizes the importance of interdisciplinary techniques in art criticism and advocates for a systematic approach to comprehending artistic works.

Keywords: Art interpretation, critical thinking, aesthetics, cultural context, meaning-making, interdisciplinary analysis.

Art has consistently served as a potent medium for human expression, mirroring social, cultural, and philosophical dimensions. Nonetheless, interpreting and analyzing art is a complex endeavor; it necessitates profound contemplation, the revelation of concealed significances, and a grasp of historical circumstances. Art interpretation involves not just recognizing the subject matter of a piece but also interacting with its profound meanings, examining its aesthetic worth, and critically assessing its influence. Critical thinking is essential in this process, as it equips individuals with the tools required to analyze art beyond superficial observation. Critical thinking is essential for comprehending artworks. It enables humans to analyze art systematically, deconstructing visual elements, recognizing fundamental themes, and contextualizing artworks within extensive historical and cultural frameworks. The earliest phase of art interpretation entails meticulous observation and description, examining components such as color, form, composition, structure, and technique to establish a foundational comprehension of the artwork. Nevertheless, just description is inadequate. Contextual analysis is crucial for understanding the profound meanings inherent in a work of art. The artist's background, the historical context of the work's creation, and the socio-political environment of the era greatly influence its perception. Artworks frequently have symbolic meanings that necessitate careful examination. Artists often utilize allegories, metaphors, and visual themes to communicate messages that transcend literal representation. Comprehending these symbols necessitates a synthesis of logical reasoning, comparative analysis with other works, and familiarity with artistic conventions. Although reasoning and analysis are vital, personal and emotional involvement with the artwork is equally crucial in the interpretation process. An artwork can elicit varied emotions and subjective responses influenced by an individual's experiences and viewpoints. Interdisciplinary methodologies are especially efficacious in the interpretation of art. The philosophical exploration of aesthetics offers understanding of artistic aim and the essence of beauty, whereas psychology investigates human emotional and cognitive reactions to art. Historical viewpoints facilitate comprehension of artistic movements and the factors that influenced their development. Moreover, literature and semiotics enhance the examination of symbols and narratives in visual art, while scientific and technological studies provide insights into materiality and artistic methods. Anthropology and sociology are essential for analyzing the social functions of art, its impact on collective identities, and its effect on cultural evolution. Although systematic methodologies exist for art interpretation, the process presents inherent problems. A major challenge is the variety of meanings, as diverse audiences may extract significantly different interpretations from the same artwork. The artist's intention may not consistently correspond with the viewer's interpretation, resulting in varied viewpoints on a singular work. Cultural factors can also shape interpretation, perhaps leading to biased or contextually constrained understandings of a work. The influence of mass media and internet platforms has altered art perception, enhancing accessibility while occasionally diminishing analytical depth due to swift consumption and cursory contact with artworks. A crucial element in art interpretation is the progression of artistic styles and trends. Historically, artists have persistently transcended boundaries, contesting conventional standards and exploring

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innovative modalities of visual representation. The Renaissance era prioritized realism, perspective, and humanism themes, aiming to produce authentic portrayals of reality. Conversely, 19th-century trends like Impressionism and Post-Impressionism departed from strict formalism, emphasizing the depiction of transient events, emotions, and light effects. The 20th century introduced profound alterations, as artists adopted abstraction, surrealism, and expressionism, moving away from realistic representation towards more conceptual and symbolic methodologies. Each of these movements presented distinct approaches for comprehending and interpreting art, necessitating that spectators adjust their analytical perspectives correspondingly. Modern and contemporary art complicate traditional interpretation by frequently eschewing conventional artistic skills in favor of conceptual profundity and philosophical inquiry. Abstract art eliminates recognizable forms entirely, prompting audiences to interact with color, shape, and composition solely on an emotional or intellectual plane. Likewise, the emergence of conceptual art prioritizes the underlying idea of the work over its visual appeal, prompting viewers to contemplate more expansive philosophical or socio-political implications. Performance art and installation art advance this concept by integrating time, place, and audience engagement, transforming the act of interpretation into a dynamic and participatory experience. Digital media and emerging technologies have transformed the creation and perception of art, utilizing virtual reality, artificial intelligence, and digital manipulation to broaden the scope of artistic expression. These developing artistic languages necessitate that audiences cultivate a more adaptable, knowledgeable, and open-ended interpretative attitude, acknowledging that meaning is frequently fluid and subjective. Furthermore, art interpretation is intricately linked to individual experience and emotional acumen. An individual's interpretation of an artwork is shaped by their own history, education, and cultural background. Psychological research has demonstrated that some visual stimuli can elicit emotional reactions that influence interpretation. This is especially pertinent in art therapy, where the interpretation of artworks can yield insights into an individual's subconscious ideas and emotions. The utilization of critical thinking in this context facilitates a deeper comprehension of the impact of art on the human psyche and emotions. Ultimately, art interpretation is a fluid and progressive process that encompasses both analytical and emotive dimensions. Utilizing critical thinking abilities enables individuals to reveal the depth of artistic works, recognizing their intricacy and importance. An interdisciplinary approach facilitates a comprehensive understanding, while contemplative and analytical participation deepens interpretation. Art fundamentally invites diverse interpretations, necessitating an enquiring and discerning intellect. The capacity for critical analysis of art not only improves appreciation but also promotes intellectual development and cultural awareness. The evolution of art interpretation necessitates the incorporation of multiple perspectives to sustain its relevance in a progressively interconnected and visually intricate world.

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THE BENEFITS OF LEARNING A SECOND LANGUAGE

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Abstract:

Proficiency in a second language significantly broadens one's worldview. It connects individuals from various continents, providing them with unprecedented access to a wealth of cultures and ideas. When students engage with literature, media, and cross-cultural exchanges in their second language, they develop a deeper empathy and understanding of different lifestyles. This exposure helps them appreciate the diversity of human experiences and fosters a more inclusive and open-minded outlook on life. By mastering a second language, people can bridge cultural gaps, facilitating more meaningful interactions and collaborations on a global scale.

Keywords: Cognitive Benefits, Social Benefits, Professional Advantages, Cultural Adaptability, Employability.

Introduction

In today's increasingly interconnected world, the ability to speak multiple languages is not merely a luxury but an essential skill. Multilingualism facilitates cross-cultural communication, enhances cognitive development, and provides significant socio-economic advantages. Research indicates that bilingual individuals outperform their monolingual peers in problem-solving tasks and demonstrate greater adaptability in diverse social and professional settings. Furthermore, as global markets continue to expand and evolve, the demand for multilingual professionals is on the rise. Language acquisition thus emerges as a valuable investment for career advancement, as it equips individuals with the skills needed to navigate and thrive in a competitive global environment. The ability to communicate effectively in more than one language not only opens doors to international opportunities but also fosters a deeper understanding and appreciation of different cultures.

Literature review

Cognitive Benefits: Bilingualism has been shown to provide numerous cognitive benefits. According to Bialystok (2017), bilingual individuals demonstrate superior problem-solving skills and cognitive flexibility compared to their monolingual counterparts. Kroll and Dussias (2018) found that bilingualism enhances memory retention and multitasking abilities. Additionally, Bak et al. (2016) reported that bilingual individuals experience a delayed onset of neurodegenerative diseases, such as Alzheimer's, due to the positive effects of bilingualism on brain plasticity.

Social Benefits: Learning a second language also offers substantial social advantages. Grosjean (2019) highlighted that bilingual individuals possess a higher level of cross-cultural understanding and adaptability. These individuals are better equipped to navigate diverse social environments and build stronger interpersonal relationships. The ability to communicate in multiple languages fosters empathy and tolerance, as bilingual individuals can appreciate different cultural perspectives more effectively.

Professional Advantages: The professional benefits of bilingualism are well-documented. Crystal (2020) noted that bilingual individuals have increased job opportunities and higher earning potential in global markets. Employers in multinational corporations highly value employees who can communicate in multiple languages, as this skill facilitates international collaboration and expands business opportunities. Bilingualism is thus a valuable asset for career advancement and economic mobility.

Cultural Adaptability: Multilingualism enhances cultural adaptability, allowing individuals to better understand and appreciate different cultures. This adaptability is crucial in today's globalized world, where cross-cultural communication is essential. Bilingual individuals are often more open-minded and inclusive, contributing to a more empathetic and culturally aware society.

Neuroplasticity and Mental Agility: Bilingualism has been linked to enhanced neuroplasticity and mental agility. The ability to switch between languages promotes brain plasticity, making the brain more adaptable and resilient. Bialystok (2017) emphasized that bilingual individuals exhibit improved executive function, which includes skills such as planning, focus, and self-control. This mental agility contributes to overall cognitive

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fitness and longevity. The literature clearly demonstrates the multifaceted benefits of learning a second language. Bilingualism enhances cognitive abilities, social skills, professional opportunities, cultural adaptability, and mental agility. As global markets continue to expand, the demand for multilingual professionals rises, making language learning a valuable investment for career advancement and personal growth. Future research should focus on the long-term impacts of bilingualism on cognitive and economic outcomes, as well as the effectiveness of multilingual education policies in enhancing academic performance.

Methods/result:

A comprehensive literature review was undertaken to investigate the impact of bilingualism on cognitive, social, and professional aspects. The methodology involved gathering peer-reviewed articles, books, and empirical studies from linguistics, psychology, and education fields. Sources were drawn from academic databases like Google Scholar, PubMed, and JSTOR. To ensure the data was relevant and accurate, studies from the past twenty years were prioritized. Additionally, qualitative case studies and experimental research were examined to gain a thorough understanding of the subject.

Improved Memory and Problem-Solving: Research shows that bilingual individuals have better memory retention and enhanced problem-solving skills (Kroll & Dussias, 2018).

Superior Multitasking Abilities: Bilingualism improves multitasking capabilities, making individuals more efficient at switching between tasks.

Brain Plasticity: Bilingualism is linked to a delayed onset of neurodegenerative diseases, such as Alzheimer's, due to its positive effects on brain plasticity (Bak et al., 2016).

Enhanced Cross-Cultural Understanding: Proficiency in a second language improves cross-cultural understanding, strengthens interpersonal relationships, and enhances social adaptability (Grosjean, 2019).

Empathy and Tolerance: Bilingual individuals often demonstrate higher levels of empathy and tolerance, as they can navigate different cultural perspectives more effectively.

Increased Job Opportunities and Salary Potential: Bilingualism significantly boosts job prospects and salary potential in global markets (Crystal, 2020).

Facilitation of International Collaboration: Employers in multinational corporations highly value multilingual employees, as their skills facilitate international collaboration and expand business opportunities.

Conclusion:

Mastering a second language offers substantial cognitive, social, and professional benefits. Research suggests that bilingualism not only sharpens mental acuity but also significantly enhances cultural understanding and career prospects. Cognitively, bilingual individuals often demonstrate improved memory, superior problem-solving skills, and enhanced multitasking abilities. Socially, the ability to communicate in a second language fosters empathy, tolerance, and a deeper appreciation for diverse cultural perspectives. Professionally, multilingual individuals are in high demand in the global job market, with enhanced employability and earning potential. Given these wide-ranging advantages, it is crucial for educational institutions and policymakers to prioritize multilingual education programs. By doing so, they equip individuals with the essential skills to thrive in a highly interconnected and globalized world.

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THE ROLE OF ONLINE RESOURCES IN EDUCATION

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The importance of online resources in education has significantly changed the learning methods, offering both opportunities and difficulties. With the proliferation of digital equipments, educational content, and platforms, students and teachers now have unprecedented access to diverse learning materials, interactive environments, and collaborative opportunities. Online resources, including digital textbooks, video lectures, e-learning platforms, and discussion forums, enhance the accessibility and flexibility of education. They also support different learning styles and promote self-directed learning, bridging gaps in traditional educational settings. However, the effective integration of online resources into educational systems requires addressing challenges such as digital literacy, equity in access, and the need for quality control in online content. This article explores the impact of online resources on education, their benefits, potential drawbacks, and future trends in the evolving educational landscape².

Keywords: education, task-based approach, authentic materials, confidence, internet.

Nowadays, the importance of online materials has been increasing day-by-day in every field, particularly in education. There are several reasons which result in this phenomenon.

- ❖ **Accessibility and Convenience:** Online resources provide students with the ability to access educational materials anytime and anywhere, breaking down geographical and time barriers. This flexibility allows learners to engage with content at their own pace, fostering a more personalized learning experience.

- ❖ **Diverse Learning Styles:** Online materials cater to a wide range of learning preferences. From videos and interactive simulations to text-based resources and quizzes, digital content can be tailored to suit visual, auditory, and kinesthetic learners, enhancing overall engagement and retention.

- ❖ **Cost-Effectiveness:** Traditional educational materials, such as textbooks, often come with significant costs. Online resources, however, can be more affordable or even free, making education more accessible, especially in regions with limited financial resources.

- ❖ **Up-to-Date Content:** Online resources can be continuously updated, ensuring that students have access to the most current information and trends. This is particularly crucial in fields that evolve rapidly, such as technology and science.

- ❖ **Support for Self-Directed Learning:** Online materials encourage independent study, allowing students to take control of their learning process. The ability to access a variety of resources supports self-directed learning and lifelong education³.

These factors collectively contribute to the growing significance of online materials in shaping the future of education.

The number of researchers did their own investigations and after that they brought conclusion. For example, Tony Bates, a prominent researcher in the field of online learning, argues that technology, including online materials, has the potential to transform education by improving access and efficiency. He emphasizes that. Also, Bates highlights the importance of aligning digital tools with pedagogical goals to ensure that online resources enhance, rather than detract from, learning.

“Well-designed online materials can support personalized learning and provide opportunities for collaboration, but warns that technology must be integrated thoughtfully to avoid undermining the quality of education Technology in education should be aligned with learning goals and used thoughtfully” ⁴

Blended learning offers the best combination of flexibility and in-person interaction.

High-quality online materials and content are essential for effective learning.

Teacher training is crucial for integrating technology effectively into teaching.

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² https://www.researchgate.net/publication/374887952_the_role_of_online_learning_platforms_in_education

³ <https://www.sciencedirect.com/science/article/pii/S2666412722000137>

⁴ Tony Bates- a prominent researcher in the field of online learning

However, a number of disadvantages of online resources exist. These are included:

While the increasing importance of online materials in education offers numerous benefits, there are also several disadvantages that need to be addressed:

- ✓ Overreliance on Technology: The heavy reliance on digital resources can lead to a decrease in traditional learning methods, such as reading physical textbooks or engaging in face-to-face discussions. This may also result in students becoming overly dependent on technology for learning, rather than developing critical thinking or independent learning skills.
- ✓ Distractions and Reduced Focus: The internet offers countless distractions, such as social media, games, and other non-educational content. Students may struggle to stay focused on their coursework and may easily become sidetracked, reducing the effectiveness of their learning.
- ✓ Health Concerns: Increased screen time from using online resources may contribute to eye strain, poor posture, and other health issues, particularly among younger students. Prolonged use of digital devices can also negatively impact mental health, contributing to stress, anxiety, or isolation.
- ✓ Difficulty in Assessment: Online learning often relies on automated assessments or self-reporting, which can be less effective at gauging a student's true understanding or skills. Instructors may face challenges in monitoring progress or providing timely, personalized feedback.
- ✓ Lack of Motivation and Accountability: The flexibility of online learning, while beneficial for some, may lead to procrastination or a lack of motivation in others. Without the structure of a classroom or the presence of a teacher to provide accountability, some students may struggle to stay on track.

Another researchers Garrison and Anderson (2003) emphasize that online education can foster rich learning environments through their "Community of Inquiry" framework, which includes social, cognitive, and teaching presence. They argue that online materials, when coupled with proper interaction and guidance from instructors, can create meaningful learning experiences. They believe online resources can promote critical thinking and deeper understanding when used in conjunction with collaborative activities and reflective processes¹.

In conclusion, online materials play a pivotal role in modern education by providing greater access, flexibility, and opportunities for personalized learning. They enable students to learn at their own pace, revisit content, and access resources from anywhere in the world. The ability to incorporate a variety of multimedia formats—such as videos, podcasts, and interactive quizzes—helps engage diverse learning styles and enriches the educational experience. Furthermore, online resources contribute to the democratization of education by lowering costs and making learning more accessible to underserved populations. While online resources play a critical role in modern education, these disadvantages highlight the need for careful consideration in their implementation, ensuring that all students can benefit from them while addressing potential challenges.

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THE IMPORTANCE OF TIME MANAGEMENT IN LEARNING ENGLISH

M. Sattorbekova ¹, Sh. Jo`rayeva ²

Abstract:

Effective time management is crucial for successful English language learning. By organizing study schedules, setting clear goals, and maintaining consistency, learners can enhance their language acquisition process. Implementing strategies such as spaced repetition and the Pomodoro Technique can improve retention and productivity. Utilizing language learning platforms like Duolingo and Qlango offers structured approaches to practice. By managing time wisely, learners can achieve steady progress and develop fluency in English.

Keywords: Time management, English learning, language acquisition, productivity, study strategies, spaced repetition, Pomodoro Technique, goal setting, self-regulated learning, effective learning methods.

Time management plays a pivotal role in learning English effectively. Efficient allocation of time for various language skills—reading, writing, listening, and speaking—can lead to more productive learning experiences. Without proper time management, learners may face challenges such as inconsistent progress and decreased motivation.

Benefits of Time Management in Learning English

Consistent Progress: Regular and structured practice sessions ensure continuous improvement in language skills. Allocating specific time slots for different aspects of the language helps maintain a balanced learning approach. **Avoiding Procrastination:** A well-structured schedule minimizes the tendency to delay study sessions. Implementing techniques like the Pomodoro Technique, which involves working for 25 minutes followed by a 5-minute break, can enhance productivity.

Enhancing Retention: Implementing spaced repetition techniques, where study sessions are spread out over time, has been shown to improve memory retention. This approach reinforces learning and aids in long-term recall. **Efficient Use of Resources:** Effective time management allows learners to prioritize and utilize study materials efficiently, reducing feelings of being overwhelmed. Utilizing language learning platforms like Duolingo, which offers structured lessons, can aid in this process.

Boosting Confidence: Achieving set goals and observing tangible progress can significantly boost a learner's confidence, motivating them to engage more with the language.

Effective Time Management Strategies

Set Clear Goals: Define specific, measurable, achievable, relevant, and time-bound (SMART) objectives, such as learning a certain number of new words daily or practicing speaking for a set duration.

Create a Study Schedule: Develop a consistent timetable that allocates dedicated time for various language skills, ensuring a comprehensive learning experience.

Use Productivity Techniques: Employ methods like the Pomodoro Technique to maintain focus and prevent burnout.

Implement Spaced Repetition: Use spaced repetition systems to enhance memory retention by reviewing material at increasing intervals.

Effective time management is integral to mastering English efficiently. A well-structured study plan leads to consistent learning, better retention, and increased confidence. By implementing effective time management strategies, learners can make steady progress and achieve their language learning goals.

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THE ROLE OF BILINGUALISM IN FOREIGN LANGUAGE LEARNING

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Abstract:

Bilingualism affects learning a second language, highlighting the cognitive, linguistic, and cultural benefits that bilingual people offer to language acquisition. Being bilingual increases cognitive flexibility, making it easier for people to handle complex material and adjust to new linguistic structures. Positive language transfer is facilitated by bilinguals' increased ability to traverse linguistic disparities and identify linguistic patterns thanks to their elevated metalinguistic awareness. Bilinguals can better comprehend typical phrases and social nuances in new languages with the help of cultural expertise. Finally, bilingual people who appreciate the social and personal advantages of multilingualism tend to be more motivated, which is a critical component of language learning. By examining these variables, this article demonstrates that bilingualism greatly improves language learning results, indicating that encouraging bilingualism may be crucial to preparing people for success in an increasingly globalized world.

Keywords: second language, flexibility, bilingual, new languages, component of language learning.

Introduction: It is more important than ever to be bilingual in a society where networking is the norm. Speaking more than one language improves social bonds, expands one's professional options, and opens doors to fresh viewpoints. Because of their distinct cognitive, linguistic, and motivational advantages, bilingual people may find the road to multilingualism more approachable. According to research, bilinguals frequently perform exceptionally well in domains that are essential to language learning. A more successful and immersive learning environment is also facilitated by their cultural understanding and drive to learn other languages. The benefits of bilingualism in learning a second language are examined in this article, with particular attention paid to how bilingualism fosters intrinsic motivation, cognitive flexibility, language awareness, skill transfer, and cultural competency—all of which each of which plays a pivotal role in the journey of acquiring a new language.

Cognitive Flexibility and Bilingualism

One of the most extensively studied cognitive benefits of bilingualism is enhanced cognitive flexibility, which improves an individual's ability to transition between tasks and manage complicated information (Bialystok, 2011). This flexibility is useful for learning new languages, allowing bilinguals to process novel linguistic information more easily. The mental agility gained from balancing two languages also allows bilinguals to deal with structural and grammatical variations more successfully, which speeds up the language-learning process.

Research has shown that bilinguals have stronger problem-solving abilities, particularly when it comes to linguistic challenges. For example, research reveal that bilingual children outperform monolingual children in activities requiring sophisticated problem solving, implying that bilingualism improves mental plasticity (Peal and Lambert, 1962). This adaptability provides bilinguals with methods for overcoming problems in foreign language schools, enabling them to navigate linguistic barriers with greater resilience.

Language Awareness and Metalinguistic Skills

Individuals who are bilingual typically have heightened metalinguistic awareness, or a grasp of language as a system, which helps them acquire a third language (Jessner, 2006). Bilinguals frequently have a better understanding of grammatical rules, syntactic structures, and vocabulary, making it easier for them to identify linguistic patterns in new languages. This awareness is useful while studying a foreign language since bilinguals are better able to understand the fundamental structure of language and identify distinctions and similarities between languages. Metalinguistic abilities also help to manage language transfer, which is the process of applying information from one language to another. Positive transfer occurs when language similarities aid learning, whereas negative transfer is caused by structural differences (Ringbom, 1987). Bilinguals, with their improved metalinguistic awareness, can frequently maximize positive transmission, while minimizing negative transfer, making them more adept at foreign language acquisition.

Transfer of Skills Between Languages

One important advantage of bilingualism in foreign language learning is skill transfer, which allows bilinguals to apply their prior linguistic expertise to a new language (Odlin, 1989). People who are bilingual

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frequently have cross-linguistic vocabulary, grammar, and pronunciation abilities. For instance, the linguistic similarities between Spanish and Italian, such as similar grammatical structures and shared Latin roots, may make learning Italian easier for a bilingual speaker of Spanish and English (Grosjean, 2010). Furthermore, bilinguals may find it easier to pick up new languages with diverse grammatical rules because they are used to adjusting to various language patterns. According to studies, bilinguals adapt to the distinctive characteristics of a foreign language more quickly than monolinguals, enabling them to pick up the fundamentals of a new language more quickly (Cenoz, 2003). This flexibility demonstrates the cognitive benefits of bilingualism in supporting the educational process.

Cultural Knowledge and Linguistic Context

Culture and language have a close connection, and bilinguals frequently comprehend the nuances of their respective cultures better. Bilinguals can more readily comprehend idiomatic expressions, social cues, and cultural references in a new language thanks to this cultural expertise, which has benefits for foreign language learners (Kecskes, 2013). Learning a language like German can be made easier by a multilingual speaker of English and French, for instance, who may have a more sophisticated grasp of Western European cultural norms. Additionally, cultural awareness makes bilinguals more sensitive to the social components of language, which makes it easier for them to adjust to cultural differences in situations where they are speaking a foreign language. Beyond vocabulary and grammar, this knowledge aids bilinguals in navigating the interpersonal and emotional aspects of communicating in a foreign language. This cultural expertise can make conversations in a foreign language feel more genuine and relevant, as Kecskes (2013) points out.

Bilingualism and Motivation in Foreign Language Learning

Because bilinguals may be more likely to see the advantages of multilingualism, bilingualism frequently increases motivation to study multiple languages (Gardner & Lambert, 1972). A person's perseverance and willingness to practice are influenced by their motivation, which is a crucial component in language acquisition. According to research, bilinguals frequently have more faith in their capacity to pick up a new language since they have already gone through the process of learning a second language (Dörnyei, 2009). Because of their increased self-assurance, bilinguals participate more actively in language-learning activities, which increases their openness to criticism and decreases their fear of making mistakes.

Bilinguals' intrinsic motivation is frequently linked to their desire to interact with people from other backgrounds and expand their cultural horizons. The probability of success can be raised by this motivation, which can lead to a more dedicated and passionate approach to learning a foreign language (Ushioda, 2011). Bilinguals are frequently more patient and persistent, traits necessary for learning a new language, because they are more accustomed to the process and benefits of language acquisition.

Conclusion: Bilingualism offers cognitive, linguistic, and cultural benefits that greatly improve learning a foreign language. Stronger metalinguistic abilities increased cognitive flexibility, and the capacity to transfer linguistic knowledge are all characteristics of bilingual people that support more successful language learning. Additionally, bilinguals are well-suited for success in foreign language schools due to their motivation and cultural awareness. Promoting bilingualism may be one of the best ways to get people ready for success in a multilingual environment as society grows increasingly interconnected.

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INGLIZ TILINI O'RGANISHDA KENG TARQALGAN XATOLAR

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Annotatsiya:

Kuzatishlar shuni ko'rsatadiki, xorijiy tillarni o'rganishda o'rganish va o'rganilayotgan tilda ravon gapira olish ushbu tilni o'rganishga Bugungi kunda rivojlanib borayotgan globallashuv zamonida xorijiy tillarni puxta egallagan yosh kadrlarga bo'lgan talab kun sayin oshib bormoqda. Bu esa yoshlar orasida xorijiy tillarga qiziquvchilarning ortishiga va chet tillarini o'rganishning keng ommalashuviga zamin yaratadi. Mazkur maqolada xorijiy tillarini yangi o'rganishga kirishgan yoshlar yo'l qo'yadigan ba'zi xatolar, muammoli vaziyatlar va ularning tahlilini ko'rib chiqamiz.

Kalit so'zlar: ingliz tili, xorijiy til strategiya, takrorlash, muhokama, natija, gapirish, tinglash, grammatika, ilg'or g'oyalar.

Yillar, asrlar sinovida toblangan, ko'pni ko'rgan, bugun erkinlik havosidan nafas olib yashayotgan, o'z qadr-qimmatini, insoniy sha'nini, ne-ne ulug' zotlarning vorislari ekanini, o'zligini anglagan, milliy g'urur va iftixorini tiklagan, xalqaro maydonda o'ziga munosib o'rin egallab borayotgan, o'z kuchiga va ertangi kuniga ishongan, o'z yurti, o'z farzandlarining kelajagi farovon bo'lishiga intilayotgan bizning xalqimizni hech qanday kuch to'xtata olmaydi." Yurtboshimizning bu fikrlari yoshlarni doim izlanishda bo'lishga chorlaydi. Buning ustiga yurtimizda yoshlarga bo'lgan e'tibor yuksakdir. Prezidentimizning 10.12.2012 yildagi "Chet tillarni o'rganish tizimini yanada takomillashtirish chora-tadbirlari" to'g'risidagi qarorlariga muvofiq yurtimizda yosh avlodga xorijiy til o'rgatish yanada kuchaytirildi.

Ikkinchi til haqida so'z yuritilganda, unga bo'shqa millat vakillaridan iborat qardoshlar, qo'shnilar tili sifatida qaraladi. Ma'lumki, til kishilarning bir-birlarini yaqindan bilishlari, hurmat-e'zozlashlari, do'stlashishlarida tengi yo'l va omil bo'lib xizmat qiladi.

Hozirgi kunga kelib nafaqat O'zbekistonda balki butun dunyoda ingliz tili keng ommalashmoqda. Bu tilni o'rganish ularda xuddi ingliz insonlardek gapirish ko'nikmasiga ega bo'lishi, uning grammatikasini to'g'ri tartibda o'zlashtira olishida ular bir qancha muammaoli vaziyatlarga duch kelib bir qancha jiddiy muammoli xatolarga yo'l qo'yishmoqda.

Yangi o'rganuvchilarga ingliz tilini qanday o'rgatish haqida o'ylashdan oldin, biz yangi o'rganuvchilar til o'rganish kontekstida kim ekanligini tushunishimiz kerak. Haqiqiy boshlang'ich tilni bilishi nolga ega, bu ingliz tili kabi keng tarqalgan til bilan kam uchraydi. Yangi o'rganuvchilar bilan qayerdan boshlashni bilish juda qiyin, ayniqsa ko'rsatmalar va tushuntirishlar bilan yordam beradigan umumiy tilingiz bo'lmasa. Yangi o'rganuvchilarga ingliz tilini qanday o'rgatish kerakligini o'rganishdan oldin, biz nimani o'rgatish kerakligini ko'rib chiqishimiz kerak. O'quvchilaringiz uchun to'g'ri tarkibni tanlash siz qilishingiz mumkin bo'lgan birinchi va eng muhim qadamlardan biridir.

Ko'pgina o'qituvchilar leksik to'plamlarni o'rgatishdan boshlaydilar, ular raqamlar, hayvonlar yoki oziq-ovqat kabi narsalarni o'z ichiga oladi, chunki ular boshlash uchun oddiy va oson joy kabi ko'rinadi. Biroq, bu leksik materiallar ko'pincha o'quvchilar uchun ahamiyatsiz va yangi o'rganuvchilarga jumlar tuzish va tildan foydalanish uchun zarur bo'lgan tarkibni bermaydi.

Yangi o'rganuvchilar ingliz tilini o'rganayotganda bir qancha xatolarga yo'l qo'yishmoqda. E'tiborimizni shu xatolarga qaratsak. Ulardan biri - bu talaffuzdagi qiyinchiliklar. Ingliz tilida talaffuz boshqa tillarga qaraganda murakkab. Bir xil yozilgan so'zlarning turli talaffuzi yoki farqli yozilgan so'zlarning o'xshash talaffuz qilinishi ko'plab o'rganuvchilarni chalg'itadi. Talaffuzni yaxshilash uchun ingliz tilida film va audiokitoblarni eshitish, tarjima qilmasdan tushunishga harakat qilish foydali. Shuningdek, IPA (International Phonetic Alphabet) dan foydalanib, so'zlarning to'g'ri talaffuzini o'rganish mumkin. Grammatik qoidalarini o'zlashtirish qiyinchiligi. Ingliz tilidagi grammatik qoidalar ko'pincha murakkab va qiyin. Masalan, zamonlar tizimi, artikllardan foydalanish, har xil fe'l turlari ko'plab o'rganuvchilarni qiynaydi. Bu muammo global muammaoga aylangan desak ham mubolag'a bo'lmaydi negaki, bu tilning gapirish ko'nikmasini shakllantirishda harflar yozilganidek o'qilmaydi va bu holatda ko'pchilik no'to'g'ri talaffuz qilishidai va gapirishda ham no'to'g'ri holatda foydalanishiadi.

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Gapirishdagi qiyinchiliklar. Ingliz tilida muloqot qilish o'rganuvchilar uchun qiyin vazifalardan biridir, chunki ko'pchilik gapirishdan uyaladi yoki xato qilishdan qo'rqadi. Yechim esa, har kuni kichik gaplar va ifodalar bilan boshlash kerak. Muloqot qilish uchun suhbat klublariga yoki onlayn kurslarga qatnashish yaxshi yechim bo'ladi. Va bundan tashqari, partniyor topib u bilan 1 kunda kamida 2 yoki 3 soatdan birga speaking qilish ham speakingni oshirishga katta yordam beradi.

Ko'pgina o'qituvchilar leksik to'plamlarni o'rgatishdan boshlaydilar, ular raqamlar, hayvonlar yoki oziq-ovqat kabi narsalarni o'z ichiga oladi, chunki ular boshlash uchun oddiy va oson joy kabi ko'rinadi. Biroq, bu leksik materiallar ko'pincha o'quvchilar uchun ahamiyatsiz va yangi o'rganuvchilarga jumlar tuzish va tildan foydalanish uchun zarur bo'lgan tarkibni bermaydi.

Har bir yangi so'z va ibora uchun tasvirlarni topish ko'p vaqt talab qilishi mumkin, ammo mavjud materiallardan foydalangan holda vaqtni tejashingiz mumkin. Yangi o'rganuvchilar uchun juda ko'p ajoyib darsliklar mavjud. Shularga qaramay ular to'laqonli foydalana olmayotganligi sababli yangi til o'rganishni o'zlariga qiyin deb bilishadi.

O'rganuvchilar orasida yana bir keng muhokamaga sabab bo'layotgan muhim xatolardan bittasi takrorlashdir. Bu til o'rganishda eng muhim jihatlardan biri xisoblanadi. Juda kam odam yangi so'z va iboralarni bir marta eshitgandan so'ng eslab qolmasligi mumkin, shuning uchun takrorlash til o'rgatishda juda muhimdir. Talabalarga dars davomida yangi mazmunni bir necha marta ko'rib chiqish orqali eslab qolishlari uchun ko'p vaqt bering. Buning ajoyib usullaridan biri har bir harfga so'zni yoki yangi iboralarni aytishni o'z ichiga oladi. Bu nafaqat talabaga bir iborani bir necha marta takrorlash imkonini beradi, balki til ritmini tushunishga va intonatsiyani yaxshilashga yordam beradi. Takrorlash dars davomida bir xil so'z yoki iborani bir necha marta ko'rib chiqishdan tashqariga chiqadi. Ko'pchilik yangi o'rganuvchilar spiral o'quv dasturidan foydalanish samaralidir. U til o'rganish darslarini bir xil g'oyalarni qayta-qayta keltirib chiqaradigan, lekin tobora ortib borayotgan chuqurlik va murakkablik bilan rejalashtirishni o'z ichiga oladi.

Xoriliy tillarni endi o'rganishga kirishgan o'rganuvchi yoshlarning oldidagi muammoli vaziyatlardan yana biri bu ularning mazkur tilni o'zlashtirish va qo'llash davomida xato gapirib qo'yishdan qo'rqishlaridir. Albatta til o'rganish jarayonida xato qilishdan qochish til o'rganuvchilarda tilga nisbatan mas'uliyatli bo'lish ko'nikmasini shakllantiradi, biroq bu jarayon til o'rganishni sustlashishiga va o'rganuvchi o'quvchining bora-bora bu tilda gapirish ko'nikmasining to'liq rivojlantirishida qiyinchiliklarga uchrashiga olib kelishi mumkin.

Odatda til o'rganuvchi o'rganayotgan tillarida suhbatlashish jarayonida grammatik me'yorlarda xato qilishdan qochishga urinishi bilan chalg'ib gapirilayotgan fikrning mazmunini majhullashishiga sabab bo'ladi. Bu esa tinglovchining fikrni to'liq anglab yetolmasligiga olib keladi. Shuni unutmaslik kerakki har qanday yangi boshlangan ishda xato va kamchiliklar bo'lishi bu tabiiy hol. Yangi til o'rganuvchilarning nutqidagi talaffuz buzilishlari va grammatik xatoliklar doimiy o'z ustida ishlash va mazkur tilda gapirish amaliyotini oshirish orqali o'z yechimini topadi. Har doim xato qilishdan qo'rmalik kerak shu sababli asosan o'smirlar orasida uyalish yokida atroflardagilarning mazah qilishidan qo'rqishi tabiiy holatga aylangan. Bu esa eng katta xatolardan biri hisoblanadi.

Chet tillarini o'rganishga kirishayotgan yangi o'rganuvchilar yo'l qo'yadigan yana bir xatolardan biri bu o'rganuvchilarning o'qituvchi ko'magiga haddan ortiq bog'lanib qolishi va o'z ustida ishlashdan qochishlaridir. Albatta til o'rganish jarayonida o'qituvchining tushuntirish va yordamlariga tayanish optimal holat, ammo o'rganuvchilarning o'z ustida ishlashdan qochishi yohud o'z ustida kam ishlashi, mustaqil ishlash jarayonida yuzaga keladigan til o'rganish bilan bog'liq kichik murakkabliklarga yechim topishga urunmasliklari bora-bora o'rganuvchilarning til o'rganish ko'nikmalarining sekinlashishiga va kam natija berishiga olib keladi. Shuni unutmaslik kerakki xorijiy tilga doir ko'nikmalarni aynan bir shaxsning nutqiga tayanib qurib bo'lmaydi, chunki odatda o'qituvchilarning o'sha xorijiy tildagi nutqi o'sha xorijiy tilda so'zlashuvchi tub aholi nutqi bilan ancha farqqa ega bo'ladi. Bunday muammolarga duch kelmaslikning eng to'g'ri yo'llaridan biri bu o'sha tildagi kinolarni ko'rish va podcast va radio eshittirishlarni tinglashdir. Nafaqat ingliz tili balki yangi tilni o'rgaishni boshlaganda albatta atrof muhitning xuddi o'sha sharoitda bo'lishi, ko'proq o'rganilayotgan tilda musiqalar eshitishi, kinolar ko'rishi har bir o'rganuvchi uchun foydali tomonlardan bittasidir.

Til jiddiy kirishishni talab etadi. Til o'rganishga yuzaki emas balki jiddiy yondashishgina ushbu tilni, undagi murakkabliklarni to'liq tushunishga va kelajakda ushbu tilda qiyinchiliklarsiz muloqot qilishga yo'l ochadi.

Xulosa o'rinda shu aytish joizki, xorijiy tillarni o'rganish jarayonida xatolarga yo'l qo'ymaslik va muammolarga duch kelmaslik uchun til o'rganishga nisbatan mas'uliyatliroq bo'lish, muntazam o'z ustida ishlab borish lozim. Nafaqat til o'rganish, balki har qanday vazifada muvaffaqiyatga erishish uchun doimiylikka amal qilish lozim. Shundagina o'rganilayotgan tilni to'liq egallashga erishish mumkin. Ingliz tilini o'rganishda duch kelinadigan qiyinchiliklar murakkab tuyulsa-da, tegishli strategiyalar yordamida ularni yengish mumkin. Amaliy mashqlar, ko'p tinglash va suhbat orqali til ko'nikmalarini rivojlantirish o'rganuvchining muvaffaqiyatiga hissa qo'shadi.

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TIL O'RGANISHDA INNOVATSION YONDASHUVLAR VA O'ZLASHTIRISH USULLARI

O'. Xurramov ¹

Ilmiy rahbar: Sattorova Dilrabo Ikrambayevna

Annotatsiya:

Ushbu maqolada til o'rganishda qanday qilib yaxshi natijalarga erishish, innovatsion yondashuvlardan foydalanish, o'zlashtirish usullar to'g'ri tanlash va o'zimiz uchun eng qulay yo'llarini yaratish haqida ma'lumotlar berilgan. Yangi tillarni o'rganish o'qishda va ish jarayonida bizga ko'pgina imkoniyatlarni beradi. Shuningdek, ushbu maqolada hozirgi kunda til o'rganuvchilarda uchraydigan asosiy muammolar va ularning ba'zi yechimlari bayon etilgan.

Kalit so'zlar: til o'rganish, innovatsion yondashuvlar, me'todlar, o'zlashtirish, yangi usullar, malaka, yangicha ta'lim.

Yangi tillarni o'rganish barcha davrlarda ham insonlar uchun qiziqarli va murakkab mashg'ulotlardan biri bo'lib kelgan. Ammo hozir tilga e'tibor oldingiga qaraganda ancha o'sgan. Chunki xalqimizda "Til bilgan - el biladi!" degan maqol mavjud. Qolaversa, davlatimiz rahbari ham horijiy tillarga yuqori e'tibor berib, oliy va o'rta - maxsus ta'lim dargohlarida yangi til o'rganish uchun katta miqdorda mablag' ajratib, yaxshi sharoit va qulayliklar yaratib bermoqda. Shu bilan birgalikda o'qituvchilarning til bilish darajasini aniqlash orqali unga qo'shimcha miqdorda pul to'lanib borishi ham tilga bo'lgan e'tiborni oshirib yubormoqda.

Ko'pchilik yoshlar tilni yaxshiroq o'rganib horijiy davlatlarga o'qish, ishlash va sayohat uchun ketmoqda. Hozirgi vaqtda yoshlarning eng o'rganishni xohlaydigan tili bu - ingliz tili. Chunki ingliz tili dunyodaning rasmiy tili bo'lib, dunyoda 1 milliardga yaqin odamlar bu tilda suhbatlashishadi. Zamonaviy axborot-texnologiya vositalari, qurilmalar, kitoblar va kinolardan tortib barcha narsalarni, insonlarning ularni yaxshiroq tushunishi uchun dastlab ingliz tilida yaratiladi yoki shu tilga tarjima qilinadi.

Tilga bo'lgan yuqori talab tufayli endi malakali kadrlarga har doimgiga qaraganda ehtiyoj ko'proq bo'ladi. Shu tufayli biz ham bo'lajak o'qituvchilar sifatida tilni yaxshiroq o'rganish uchun yangicha me'tod va uslublardan foydalanib, til o'rganuvchi insonlarga tilni yaxshiroq tushuntirishga harakat qilyapmiz.

Biz o'qishdan tashqari, maktab amaliyotiga jalb qilinganmiz. O'qishimizning bir qismini davlat maktablarida o'qituvchilarga dars o'tish jarayonida yordam beramiz. Biz dars davomida har bir o'quvchini kuzatib, uning o'zlashtirish darajasini ko'rib chiqamiz va o'zlashtirishi past bo'lgan o'quvchilarga alohida to'xtalib, ularni ham boshqalardek o'rganishini ta'minlaymiz. Xususan o'zim ham, bolalar ingliz tilini samarali o'rganishi uchun darslarni interaktiv va o'yin shaklida tashkil qilish juda muhim deb hisoblayman. Buning uchun bir qancha o'yinlarni tavsiya qilaman:

Flashcard o'yinlar: (1) Bu o'yin bolalarning so'z boyligini oshirishga va ularning tilga bo'lgan qiziqishini kuchaytirishda yordam beradi. O'yin shartlari quyidagicha:

Doskaga hayvonlar, o'simlik, mevalar kabilarning rasmlari yopishtiriladi. Boshqa tomonda esa uning inglizcha nomi yozilgan bo'ladi. Har bir o'quvchi ularni to'g'risini topishi kerak. Topgan o'quvchilar mukofotlanadi, topolmaganlarga esa yana takrorlash vazifasi beriladi. Bu o'yin orqali uning so'z boyligini va tilga bo'lgan qiziqishini orttirish mumkin.

Zamonaviy multimedia vositalaridan foydalanish (2).

Biz yaxshi bilamizki, maktab yoshidagi bola diqqatni bir narsaga qaratib uzoq muddat turolmaydi. Shuning uchun uning qiziqishlarini inobatga olgan holda multimedia vositalaridan to'g'ri foydalanilsa yaxshi natijaga erishish mumkin. Bazan mavzuga aloqador bo'lgan birorta multfilmni elektron doska orqali o'quvchilarga ko'rsatilsa, ularning bilimini va qiziqishini orttirish mumkin va ko'rib bo'lgandan so'ng ular ishlatgan ba'zi so'zlarni yoki dialoglarni takrorlash ularning nutqini ancha rivojlantiradi.

Voyaga yetgan odamlar yoki oliy ta'lim muassasi talabalari uchun interaktiv me'todlar. Bu bilamizki, bu yoshdagi odamlarga tilni o'rgatish osonroq kechadi. Ularga to'g'ri me'todlarni bera olsak, ular mustaqil o'rganishi ham mumkin. Ammo bu me'tod va usullar aniq prinsiplar asosida shakllangan bo'lsagina natija berishi mumkin.

Voyaga yetgan insonlar uchun tilni har xil dasturlar orqali o'rgatish ancha samarali va oson. Chunki hozirgi kunda zamonaviy texnologiyalar juda yaxshi rivojlangan, sun'iy intellekt va unga asoslangan har xil

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dasturlar juda ko'p. Masalan, Duolingo dasturini olaylik. Bu dastur har xil yoshdagi insonlarning turli xil tillarni mustaqil o'rganish uchun yaratilgan. Bu dasturda har kuni yarim soat vaqt sarflab tilni yaxshi o'rganishingiz mumkin va bu dastur mutlaqo bepul.

Tilni kurslar orqali o'rganish. Ko'pchilik yoshlar tilni o'quv markazlari, onlayn va offline tarzida o'rganishadi. Bu juda yaxshi natija. Bu jarayonda ular haqiqiy muhitni his qilishadi va bilimlarini mustahkamlashadi.

Bu yoshdagi odamlar uchun yangicha me'todlar ham mavjud. Ular dastlab tilning barcha qoidalari o'rganishi kerak (yoki qisman) va bu bilimlari orqali o'zlari qiziqqan sohaga bog'lashi kerak. Masalan, ba'zi yoshlar musiqa tinglashni yoqtirishadi, ba'zilar kino yoki video tomosha qilishni yoqtirishadi va boshqalar esa kitob o'qishni. Hammaning o'z qiziqishlari mavjud. Agar siz qiziqishlaringizni maqsadlaringiz bilan bog'lasangiz, uni uzoq vaqt zerikmasdan davom ettirishingiz mumkin. Kitob o'qimoqchi bo'lsangiz, uni ingliz tilida o'qing. Musiqa eshitmoqchi yoki kino tomosha qilmoqchi bo'lsangiz ham. Bunda siz yaxshi natijalarga erishishingiz mumkin. Dastlab qiynalasiz keyin o'rganasiz. Har kuni kichik qadamlar tashlasangiz ham odat shakllanadi. Kichik odatlar esa vaqt o'tishi bilan katta natijalarni olib keladi. (3)

Til o'rganish jarayonida uchrab turadigan muammolar. Ba'zan til o'rganishda turli xil muammolar ham uchrab turadi. Masalan: yaqinda bir o'quvchi tilning qiyinligidan shikoyat qilib keldi. "Men ancha vaqtdan beri tilni o'rganib kelaman. Ammo hozir ham mustaqil gaplasha olmayman. Ba'zan hayajon, ba'zan esa bilim yetishmay qoladi. Ko'pincha esa zerikib diqqatimni ham bir joyga jamlay olmayman. Ba'zan esa shunchaki taslim bo'lib, bu tilni o'rganish men uchun emas deb til o'rganishni to'xtatib qo'ydim ham keladi!" Men esa unga shunday javob berdim: Biz bajarayotgan har qanday ish oson emas. Har qanday sohada ham qiyinchiliklar bo'ladi. Bularni sabr va qanoat bilan bajarish esa sizga yuqori natijalarni beradi. Odam qila olmaydigan ish yo'q. Sizning muammoingiz yechim esa quyidagicha: Birinchidan, siz qiziqishingizni til bilan bog'lamangiz. Shu tufayli sizda zerikish mavjud, zerikkaningiz sababli esa diqqatingizni ham bir joyga jamlay olmaysiz. Qiziqishlaringizni til bilan bog'lang. Kitob o'qish, musiqa tinglash yoki kino tomosha qilish. Ikkinchidan esa sizga noto'g'ri me'todlar orqali dars o'tishgan. Shu sababli sizda bilim yetishmasligi bilan bog'liq muammolar mavjud. Agar siz shu tavsiyalarga amal qilsangiz natijangiz ham yaxshi bo'ladi deb javob berdim. Shundan keyin u harakatlarini o'zgartirib, ma'lum muddatdan keyin yaxshi natijaga ega bo'ldi.

Ikkinchi muammo: Internetda va dunyoda ma'lumot va o'qituvchilar ko'pligi orqali ma'lumotlarning chalkashligi. Ba'zi til o'rganuvchilarda shunday muammo ham bo'lib turadi. Buning yechimi ham oddiy va samarali. Bitta o'qituvchini tanlab olish kerak va uning me'todlari va kitoblaridan foydalanish kerak. Chunki hamma bir manzilni har xil tarzda bosib o'tadi va bosib o'tgan masofani turlicha eslashadi. Kimdir metroda, kimdir taksida, kimdir esa piyoda ular 3 xil taassurotga ega bo'lishadi va bularning hammasi ham to'g'ri. Til o'rgatuvchi o'qituvchilar ham xuddi shunaqa. Ulardan bittasini tanlash kerak va me'todlaridan foydalangan maqul.

Xulosa o'rnida shuni aytishim mumkinki, til o'rganish jarayoni hammada har xil kechadi. Kimdirlar uchun dastlab oson keyin esa qiyin bo'lsa, boshqalarda uning teskarisi. Ammo shuni ayta olish mumkinki, til o'rganishda innovatsion yondashuvlar va o'zlashtirish usullarini to'g'ri tanlash juda muhim. Bu bilan siz tilni yaxshi va oson o'rganasiz.

Foydalanilgan adabiyotlar ro'yxati:

- [1]. *"Games for language learning"* Andrew Wright, David Betteridge, Michael Buckby, 3-nashr, 2006.
- [2]. *"How to teach English with technology"* Gavin Dudeney, Nicky Hockly, 2007.
- [3]. *"Atomic habits"* James Clear, 2018.
- [4]. *Internet manbalari.*

**TIL O‘QITISH USULLARI VA PEDAGOGIKADA
INNOVATSIYALAR**

**INNOVATIONS IN PEDAGOGY AND METHODS OF
TEACHING LANGUAGES**

**ИННОВАЦИИ В ПЕДАГОГИКЕ И МЕТОДИКЕ
ПРЕПОДАВАНИЯ ЯЗЫКОВ**

SECTION II
INNOVATIONS IN PEDAGOGY AND METHODS OF TEACHING LANGUAGES

RAQAMLI TA'LIMNING STRUKTURASI VA MODELLARI

U.U. Jumanazarov ¹

Annotatsiya:

Maqolada “raqamli ta’lim”ning yetakchi strukturalaridan biri elektron ta’limning o’ziga xos afzalliklari, modellari, va ommaviy ochiq onlayn kurslarning mazmun-mohiyati haqida so’z yuritilgan, ularni o’quv jarayonidagi o’rni ko’rsatilgan.

Kalit so’zlar: “raqamli ta’lim”, struktura, model, elektron ta’lim, masofaviy ta’lim platformalari, sinxron va asinxron o’qitish, ommaviy ochiq onlayn kurslar.

Milliy ta’limni yanada takomillashtirishda ishtirok qiladigan faol ta’lim texnologiyalari va ularning strukturadagi modellarini aniqlab olish nihoyatda dolzarb masalalar hisoblanadi. Biz nazarda tutayotgan ta’lim texnologiyalari asosan quyidagi strukturadan iborat: a) an’anaviy ta’lim; b) elektron (masofaviy) ta’lim; v) mobil ta’lim; g) aralash ta’lim. Ular orasida elektron va mobil ta’lim jahon miqyosida keng mashtabda tarqalgan va hozirgi vaqtda faol qo’llanilmoqda. Shu boisdan tadqiqotimizning ushbu faslida “raqamli ta’lim”ning yetakchi tarmog’i bo’lgan elektron ta’limning o’ziga xos afzalliklari, modellari va ommaviy ochiq onlayn kurslar, shuningdek, mobil ta’lim texnologiyalarining funksional vazifalari haqida mualliflik yondoshuvi asosida qisqacha to’htalishni lozim topdik.

Jahon miqyosidagi rivojlangan mamlakatlarning “raqamli ta’lim” muhitida elektron ta’lim platformalaridan foydalanish toboro ko’chayib bormoqda. Ushbu mulohazani milliy ta’lim tizimiga ham nisbat berish mumkin, hatto “elektron ta’lim”ga tegishli shart-sharoitlar yaratish davlat siyosati darajasiga ko’tarildi. Birgina misol: ta’lim sohasida “elektron ta’lim” tizimini joriy etishga kelgusi 2 yilda 250 milliard sm yo’naltirilishini muhtaram davlat rahbarimiz ta’kidladilar². Elektron ta’limni shakllantirishda quyidagi bosqichlarning har biri alohida o’ringa ega: a) CD-POM da yuklangan media kurslar; b) professor-o’qituvchilar ishtirokidagi masofaviy o’qitish; v) maxsus interfaol dasturlardan foydalangan holda elektron ta’limni o’zi, masalan, elektron darsliklar; g) ommaviy ochiq onlayn kurslari shular jumlasidandir.

Elektron ta’lim an’anaviy ta’limga nisbatan qator afzalliklarga ega ekanligi bilan farqlanadi. Ularni quyidagi omillarda ko’ramiz:

a) “kirish erkinligi” – “ta’lim oluvchi” va “ta’lim beruvchi” deyarlik hamma joyda, istagan vaqtda ta’lim olishi mumkin. Har bir talaba muayyan ish o’rnidan ajralmagan holda ham ta’lim olishi mumkin. Lekin elektron ta’limning barcha funksiyalari internet orqali amalga oshirilmaydi.

b) ta’limning moslashuvchanligi – “ta’lim oluvchi” o’quv jarayonini o’zining imkoniyatlari va ehtiyojlariga to’liq moslashtirib, o’zi tanlagan sohadagi o’quv materiallarining davomiyligi va ketma-ketligini tanlaydi.

v) zamon bilan hamnafas bo’lish qobiliyati – elektron ta’lim foydalanuvchilari, ya’ni “ta’lim oluvchilar” va “ta’lim beruvchilar” yangi-yangi zamonaviy texnologiyalar va muayyan standartlarga muvofiq bilim va ko’nikmalarini uzluksiz ravishda rivojlantirilib, yanada takomillashtirilib boradilar. Elektron kurslar mazmuni, shuningdek, o’quv materiallarni o’z vaqtida va samarali yangilashga imkoniyat beradi.

g) ta’lim olish uchun keng imkoniyatlar – o’qitish mazmuni, muayyan ta’lim muassasasidagi o’qitish sifatiga bog’liq bo’lmaydi. “Ta’lim oluvchi” va “ta’lim beruvchi” o’zlari hohlagan ta’lim muassasasidagi ilg’or o’qitish materiallariga murojlat qilishi va foydalanishi mumkin.

d) bilimlarni baholash mezonlarini aniqlash imkoniyati – elektron ta’lim oluvchi o’quv jarayonida “ta’lim oluvchilar”ning o’zlashtirib olgan bilimlari natijalarini muayyan mezonlar asosida baholash imkoniyati mavjud.

Hozirgi vaqtda dunyo hamjamiyatida, xususan, rivojlangan mamlakatlarning iqtisodiyoti va ta’limida elektron ta’limning sinonimi sifatida qo’llayotgan masofaviy ta’lim tizimi jadal rivojlanmoqda: xilma-xil

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²Ўзбекистон Республикаси Президенти Ш.Мирзиёевнинг Олий Мажлисга Мурожаотномаси (30.12.2020). <https://review.uz/oz/post/postlanie-prezidenta-uzbekistana-shavkata-mirziyoyeva-oliy-majlisu>

funksiyalarga ega bo'lgan yangi masofali ta'lim platformalari tobora ko'chayib ketmoqda, ular orasida "koropkali", "blokchayni" va "bulutli" platformalar yetakchilik qilmoqda. Umuman, elektron ta'lim uchun platformani tanlashning asosiy mezonlarini aniqlashda, quyidagilarni ko'rsatish maqsadga muvofiq, deb hisoblaymiz:

Funksionallik. Bu platformada kerakli sozlamalar mavjudligini anglatadi, ular orasida chatlar, forumlar, kurslarni boshqarish, talabalar faoliyatini tahlil qilish va boshqalar yetakchilik qiladi.

- Barqarorlik, ya'ni foydalanuvchi faoliyati darajasiga qarab turli xil ish rejimlari va yuklardagi ishlarning barqarorligi darajasi.

- Foydalanish qulayligi. Ta'lim jarayoni sifatiga ta'sir ko'rsatadigan eng muhim omillardan biri.

- Oddiyligi va qo'layligi. Tarkibni boshqarish va yangilashning qulayligi va oddiyligi.

- Qiymati. Platformani sotib olish narxi va keyingi jarayonlarda ishlatilishiga bog'liq bo'ladi.

- Qamrab olishi. Tizim moslashuvchan va tinglovchilar sonining ko'payishi hamda yangi dastur va kurslar qo'shilishi bilan kengayishi kerak.

- Multimediyali. Tizimlar nafaqat matn va grafik fayllarni, balki video, audio, 3D grafiklarni va hokazolarni o'qitish vositasi sifatida foydalanish qobiliyatini ta'minlashi kerak.

- Texnik yordam sifati. «The Future of Work: Jobs and skills in 2030» 100 ma'ruzasida qayd etilishicha: «Texnologiyalar va fanlarning yaqinlashuvi muhandislar, biologlar, biomuhandislar va AKT sohasidagi mutaxassislar kabi yuqori malakali mutaxassislar ko'p profilli guruhlariga ehtiyoj kuchayadi.

Internet texnologiyasini qo'llashga asoslangan elctron masofaviy o'qitish jahon axborot ta'lim tarmog'iga kirish imkonini beradi, integrasiya va o'zaro aloqa tamoyiliga ega bo'lgan muhim bir turkum yangi funksiyalarni bajaradi. Biz nazarda tutayotgan modellar quyidagilarni tashkil etadi:

1. Birlamchi (yagonalik) modeli. Faqat masofali o'qitish va «masofali» talabalar bilan ishlash uchun mo'ljallangan bu modelga ta'limning kunduzgi shakli qatnashmaydi va o'qitish masofali amalga oshiriladi. Hududiy markazlarda tashkil etilgan o'qitishda bu model bo'yicha "ta'lim oluvchilar" professor-o'qituvchilardan tegishli maslahatlar olishi yoki biror sinov-imtihon topshirishlari mumkin. Ushbu model asosida faoliyat ko'rsataётgan oliy ta'lim muassasalarida professor-o'qituvchi va talabalarga o'quv faoliyatining shakl va uslublarni tanlashda katta erkinlik beriladi. Shu boisdan ularda muayyan vaqt va o'quv jadvallariga qat'iy chegaralar qo'yilmaydi. Ayni shu jihatiga ko'ra ushbu model "ta'limni raqamlashtirish muhiti"da ham, "raqamli ta'lim"da ham masofaviy ta'limni rivojlantirishga muayyan darajada xizmat qiladi.

2. Yagonalik modelida o'qitish. Dunyo miqyosida olib qaraydigan bo'lsak, masofaviy ta'limni rivojlantirishga xizmat qiladigan ushbu usul faqatgina Ochiq universitetlarda, xususan, Buyuk Britaniyaning Ochiq universiteti da tashkil etilgan¹.

3. Ikkilanganlik modeli. Ushbu model bo'yicha muayyan ta'lim muassasasining kunduzgi va qisman sirtqi shakllardagi talabalarni ham masofali dastur asosida o'qitiladi. Har ikkalasida ham dars jadvallari, o'qitish dasturlari, imtihonlari va baholash mezonlari bir xil bo'ladi. Bunday model Avstraliyaning yangi Angliya universitetida tashkil etilgan².

4. Aralash model. Bu modelda ishlaётgan oliy ta'lim muassasasi talabalarni masofali o'qitishda xilma-xil shakllarning integrasiyasini hisobga oladi. Masalan, kunduzgi shaklda o'qitётgan talabalar masofali o'qitish kurslarining dasturlarida ёki muayyan oliygoh professor-o'qituvchisi dars beraётgan kunduzgi bo'lim kurslari bilan qisman o'qiydilar. Ushbu modelda virtual seminarlar, taqdimotlar, ma'ruza ko'rinishidagi alohida o'quv mashg'ulotlarning muayyan shakllarining integrasiyasi bo'lishi mumkin. Integrallashgan bunday kurslar Yangi Zelandiyadagi Massey universitetida tashkil etilgan³.

5. Konsorsium. Ikki oliy ta'lim birlashmasidan iborat bo'lib, ular o'quv materiallari bilan almashadilar ёki ba'zi vazifalarni bo'lishib olib, masofaviy ta'lim asosida talabalarni o'qitadilar. Kanadadagi Ochiq o'quv Agentligi konsorsiumga misol bo'lishi mumkin⁴.

6. Validasiya. Bosh oliygoh va uning hududlardagi ko'p sonli filiallari orasidagi munosabatlar validasiya modeli asosida tashkil etiladi.

7. Uzoqlashgan auditoriyalar. Bu modelda muayyan oliy ta'lim muassasasida o'tkazilaётgan o'quv kurslar, ma'ruzalar yoki seminarlar talabalar yig'iladigan va uzoqlashtirilgan o'quv auditoriyalarga sinxronik teleko'rsatuv, videoanjuman, radioeshittirish ko'rinishida telekommunikasiya kanallaridan uzatiladi. Bir professor-o'qituvchi bir vaqtning o'zida ko'p sonli talabalarning katta auditoriyasi bilan ishlaydi. Ushbu model bo'yicha AQSh ning Viskonsin (Wisconsin University, USA) va Xitoyning markaziy radio va televedeniye universitetlarida (China Central Radio and TV University) masofali o'qitish tashkil etilgan.

¹ <http://www.open.ac.uk> (United Kingdom Open University)

² <http://www.une.edu.au> (University of New England, Australia)

³ <http://www.massey.ac.nz> (Massey University, New Zealand)

⁴ <http://www.ola.bc.ca> (Open Learning Agency, Canada)

8. Loyihalar. Davlat ta'lim yoki ilmiy-tadqiqot dasturi doirasida keng qamrovlik loyihani amalga oshirish uchun mo'ljallangan masofali o'qitish modelidan iborat. Ushbu modelda asosiy e'tibor o'quv materiallarini ishlab chiquvchi asosiy mutaxassis xodimlar, masofali kurslarni olib boruvchi o'qituvchilar va olimlar yig'iladigan ilmiy- uslubiy markazga qaratiladi. Markazda ishlab chiqiladigan masofali kurslar u yoki bu davlat (xudud)ning katta auditoriyasiga uzatiladi. Bunday o'qitish vaqtinchalik hisoblanib, loyihada mo'ljallangan ishlar bajarilgandan yoki tugagandan so'ng tugatiladi¹.

Yuqorida qayd etilgan fikr-mulohazalar asosida elektron (masofaviy) ta'lim jarayonini quyidagi bosqichlarga ajratib amalga oshirishni tavsiya qilamiz: a) tahlil bosqichi; b) loyihalashtirish bosqichi; v) ta'limga joriy qilish bosqichi; g) o'quv kontentini yaratish bosqichi; d) ishga tushirish bosqichi; ye) rivojlantirish va takomillashtirish bosqichi; yo) amaliyotda muvaqqiyatli qo'llash bosqichi.

Sinxron o'qitish. Sinxron o'qitishga misol qilib onlayn chat va videokonferensiyani keltirishimiz mumkin. Real vaqt rejimida ishlaydigan, xabarlar juda tez almashinadigan o'qitishning istalgan instrumenti o'qituvchilarga savollarni 27 ash u 27 a 27 talabalarga javob berish imkoniyatini tez, ya'ni sinxron amalga oshirish imkonini beradi. Talabalarining sinxron o'qitish kurslarida ishtirok etish davomida mashg'ulotlarda boshqa talabalar va o'qituvchilar bilan birgalikda ishlash imkoniga ega bo'lishadi. Sinxron o'qitishning asosiy afzalligi bu butun o'qitish davomida boshqa insonlar bilan muloqotga kirisha olish imkoniyatiga ega bo'lganligi sababli o'zlarini ajralib qolgandek his qilmasliklari hisoblanadi. Biroq sinxron o'qitish vaqtga nisbatan qat'iy belgilanmagan, talabalar real vaqt rejimida o'qitishning jonli sessiyasida yoki onlayn kursda ishtirok etishi uchun muayyan vaqtni belgilashlari kerak bo'ladi. Bu usul qat'iy 27ash u27a ega bo'lganlar uchun har jihatdan yaxshi deb hisoblanmaydi².

Asinxron o'qitish real interaktiv ta'lim muhiti bo'lmaganligi sababli o'zlarini ajralib qolgandek his qilishlari mumkin. Elektron o'qitishning samarali kurslari tarkibiga asinxron va sinxron o'qitish tadbirlari kirishi kerak. Bu talabalarga va o'qituvchilarga dars jadvalidan yoki o'qitishning eng maqbul metodlaridan qat'i nazar yetkazishning turli formatlaridan foyda olish imkoniyatini beradi. Bunday yondashuv talabalarga zarur bo'lganda zudlik bilan yordam bera olish, 28ash u bilan birga o'z o'rganish templarida o'qish imkoniyatiga ega³.

Ommaviy ochiq onlayn kurslar. Jahon ta'lim tizimida oxirgi bir necha yillarda elektron ta'limda yangi – ommaviy ochiq onlayn kurslarini (ingliz tilidan Massive Open Online Courses, MOOC) yaratish tendensiyasi paydo bo'ldi. Ushbu onlayn kurslar sifatli ta'limdan insonning yashash joyi va uning maqomidan qat'i nazar ommaviy foydalana olish konsepsiyasiga muvofiq yuzaga keldi. MOOC internetdan – ochiq foydalana olishda tinglovchilarning yirik masshtabli interaktiv ishtirokiga tuzilgan kursdan iborat. «Ommaviy ochik kurs» atamasi Brayan Aleksandr va Deyv Kormye tadqiqotchilarning «Connectivism & Connective knowledge» kursi ustida olib borilgan ishlar natijasida kiritildi. MOOC atamasi to'rtta aloqa atamadan iborat:

- Massive (ommaviy) – kursda butun dunyodan ishtirokchilarning katta soni o'qilishini bildiradi;
- Open (ochiq) – har bir kurs bepul hisoblanadi va har bir shaxs istalgan vaqtda kursga ulanishi mumkin;
- Online (onlayn) – barcha kurslar Internet tarmog'ida ochiq foydalana olishi mumkin. Kursda ta'limning asinxron metodidan foydalanish mumkin, bunda o'qish uchun barcha mas'uliyat tinglovchilar zimmasida bo'ladi va ta'limning sinxron metodida o'qish jarayoni o'qituvchi bilan real vaqt rejimida amalga oshiriladi;
- Course (kurs) – har bir kurs har bir ishtirokchiga moslashtirilgan holda o'z qoidalariga, o'z strukturasiga va o'z maqsadiga ega bo'ladi.

G'arbiy matbuot birinchi marta 2011 yili MOOSga Stenford professori Sebastyan Trun internet tarmog'ida g'ayritabiiy intellekt to'g'risida bepul kursni muvaffaqiyatli o'qiganidan keyin e'tibor qaratgan. Trun talabalari safiga 190 mamlakatdan 160 ming kishi kirdi. AQShdagi universitetlar Trun eksperimentidan keyin yangi to'liqda ishlab daromad o'ttirish maqsadida, ketma-ket MOOS kursini yaratishda ishtirok eta boshlashdi. MOOS raqamli modaga ergashish emas, balki ta'lim jarayonini tuzilmaviy o'zgartirish belgisiga asos bo'ladi⁴.

Shu vaqtgacha onlayn kurslari an'anaviy universitet kurslariga ega «kalka» ko'rinishdan iborat bo'lgan, ya'ni instruktor va ishtirokchilar o'rtasidagi kommunikasiyani, xizmatlar uchun to'lovni, uning o'rniga malakasini tasdiqlaydigan, kursni o'qiganligi to'g'risidagi sertifikatni ta'minlaydigan ishtirokchilarning kichik sonidan iborat bo'lgan. Ayrim oliy o'quv yurtlari shunga o'xshash dasturlarda butun yarim vitrual kampuslarni yaratishgan. Buyuk Britaniya, misol uchun barcha o'xshash kurslarni «Londonning ochiq universiteti» brendi ostida birlashtirdi. Ushbu nom ostida London iqtisod maktabi kabi butun dunyoga ma'lum universitetlar ishlamoqda. Bunda katta bo'lmagan ish haqiga (shunga o'xshash darajadagi «real» universitetda o'qish uchun beriladigan haqqa nisbatan) alohida kursda o'qish, yoki bir necha yil sarflab bakalavr yoki magistr darajasini olish mumkin. Ushbu tizimning eng asosiy yutuqlaridan ta'limning barcha jarayoni davomida talaba istalgan joyda bo'lishi

¹ Фуломов С. ва бошқалар. Рақамли иқтисодиёт. Ўқув қўлланма. – Т., 2004.

² E-learning: concepts, trends, applications. Corporation Trust Center by Epignosis LLC 2013. P. 42-45

³ E-learning: concepts, trends, applications. Corporation Trust Center by Epignosis LLC 2013. P. 42-45

⁴ The pedagogy of the Massive Open Online Course: the UK view. Siân Bayne and Jen Ross, the University of Edinburgh. The Higher Education Academy, 2013.

mumkin. Bunday ta'lim tizimi, barcha afzalliklariga qaramasdan, oliy o'quv yurtlarida mavjud bo'lgan ta'limning onlayn modelini qayta ishlab chiqqan va shu bilan birga ta'lim jarayoniga ishtirokchilarning keng doirasini jalb qilishga mo'ljallanganligi sababli eng mashhur bo'lib qolgan. Oxirgi yillarda onlayn-ta'lim qarama-qarshi yo'nalishda rivojlana boshlandi. Qolaversa, internetda fenomenal tarzda rivojlanish va keng ommaga tarqalish bo'yicha, odatda, bepul hisoblangan va, eng muhimi, haqiqatda ommaviy bo'lgan barcha uchun ochiq o'quv kurslari paydo bo'ldi.

Ommaviy onlayn kurslariga quyidagi atributlar xos: ommaviylik va globallik; bepul; dunyoning barcha universitetlaridan yuqori malakali kadrlarni jalb qilish; an'anaviy ta'limning – grafika, rasm, imtihon kabi elementlarini mavjudligi; ta'lim sohasining barcha elementlari o'rtasida tinglovchi – o'qituvchi, tinglovchi – tinglovchi, o'qituvchi – o'qituvchi kabi teskari aloqa uchun ko'pgina kanallarning mavjudligi; kurs tugatgandan keyin axborot Internet tarmog'ida qoladi va ishtirokchilar bilan to'ldirilib boriladi; o'qituvchining o'rni o'chiriladi, o'qituvchi vositachi yoki hamkasb bo'lib qoladi; oddiy elektron mazmundagi materialni emas, balki maxsus tayyorlangan ma'ruzalardan foydalanish.

Xulosa

Zamonaviy texnologiyalarning jadal rivojlanishi ta'lim sohasida ham tub o'zgarishlarga olib keldi. An'anaviy universitet kurslarining onlayn ko'rinishlari dastlab oddiy «kalka» shaklida bo'lgan bo'lsa-da, hozirda ular tobora mustaqil va keng qamrovli tizimlarga aylanmoqda. Buyuk Britaniyada «Londonning ochiq universiteti» brendi ostida birlashgan onlayn dasturlar dunyoning yetakchi universitetlari tomonidan taqdim etilmoqda va ular orqali o'quvchilar arzonroq narxda sifatli ta'lim olish imkoniga ega bo'lmoqdalar.

Ommaviy ochiq onlayn kurslar (MOOC — Massive Open Online Courses) esa ta'limning yangi bosqichini boshlab berdi. Ular bepul, ommaviy, global va ochiq bo'lib, an'anaviy ta'limning barcha asosiy elementlarini o'zida mujassamlashtirgan. Eng muhimi, bu kurslar tinglovchilar va o'qituvchilar o'rtasidagi faol muloqotni, shuningdek, foydalanuvchilar tomonidan kontentni boyitib borishni qo'llab-quvvatlaydi. Bu esa o'z navbatida ta'limning demokratiklashuviga, bilim olish imkoniyatlarining kengayishiga xizmat qilmoqda. Shu tarzda, onlayn ta'lim nafaqat mavjud tizimni takrorlamoqda, balki uni tubdan qayta ishlab, ta'lim oluvchilarning keng doirasini qamrab olishga yo'naltirilgan zamonaviy modelni taklif etmoqda.

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ZAMONAVIY TARBIYA TAMOYILLARINING TA'LIM JARAYONIDAGI AHAMIYATI

A. Kurahmedov ¹

Annotatsiya:

Tarbiya shaxsning axloqiy, aqliy, jismoniy va ruhiy jihatdan kamol topishini ta'minlaydigan uzluksiz jarayon bo'lib, uning asosida turli tamoyillar yotadi. Ushbu tamoyillar insonning shaxs sifatida shakllanishiga yo'naltirilgan bo'lib, tarbiya jarayonini yanada samarali tashkil etishga xizmat qiladi. Har bir davrda tarbiya tamoyillari jamiyatning ma'naviy, iqtisodiy va madaniy talablariga mos holda rivojlanib borgan. Bugungi kunda tarbiya masalasi nafaqat oilaviy muhitda, balki ta'lim muassasalari, ommaviy axborot vositalari va ijtimoiy institutlar orqali ham amalga oshirilmoqda. Ushbu maqolada tarbiya tamoyillarining mohiyati, ularning inson rivojlanishidagi o'rni va amaliy ahamiyati keng yoritiladi.

Kalit so'zlar: tamoyil, tarbiya, ta'lim, pedagogik jarayon, izchillik, shaxsiy ehtiyoj.

Tamoyil (prinsip) — muayyan sohada amal qilinadigan asosiy qonuniyatlar majmuidir. Tarbiya tamoyillari esa insonning ma'naviy-axloqiy, ijtimoiy va jismoniy rivojlanish jarayonida qo'llanilishi zarur bo'lgan asosiy yo'nalishlardir. Ushbu tamoyillar pedagogik jarayonda tarbiyalanuvchilarning shaxsiy xususiyatlari, ehtiyojlari va qiziqishlarini hisobga olgan holda ishlab chiqiladi.

Tarbiya tamoyillari bir necha muhim jihatlarga ega:

- Maqsadga yo'naltirilganlik – tarbiya jarayoni oldindan belgilangan maqsad asosida olib borilishi kerak.
- Izchillik va tizimlilik – tarbiya bosqichma-bosqich va uzluksiz davom etishi lozim.
- Individuallik va differensial yondashuv – har bir shaxsning qobiliyati va ehtiyojlariga mos ravishda tarbiya berish.

• Onglilik va faollik – tarbiyalanuvchilarning tarbiya jarayonida faol ishtirok etishi va jarayonga ongli munosabat bildirishlari lozim.

Tarbiya tamoyillarining asosiy turlari quyidagi turlarga bo'linadi [1; 25-30]:

Ma'naviy-axloqiy tarbiya tamoyili

Ma'naviy-axloqiy tarbiya insonning jamiyatdagi o'rnini topishiga, yaxshi fazilatlarni egallashiga va axloqiy me'yorlarga rioya qilishiga qaratilgan. Ushbu tamoyil quyidagilarga asoslanadi:

- Halollik, adolat va insonparvarlik qadriyatlarini shakllantirish.
- Oila, jamiyat va vatan oldidagi mas'uliyatni anglash.
- An'anaviy va umuminsoniy qadriyatlarga hurmat bilan qarash.

Shaxsiy yondashuv tamoyili

Har bir inson alohida shaxs bo'lib, uning tarbiyasida individual xususiyatlari, qobiliyatlari va qiziqishlari hisobga olinishi lozim. Bu tamoyil quyidagi jihatlarni o'z ichiga oladi:

- Tarbiyalanuvchining yosh xususiyatlariga mos metodlarni tanlash.
- Shaxsiy ehtiyoj va qiziqishlarni aniqlash va ularga mos ta'lim-tarbiya berish.
- Har bir insonning ijtimoiy rolini tushunishiga yordam berish.

Izchillik va tizimlilik tamoyili

Tarbiyaning natijasi uzluksiz va bosqichma-bosqich erishiladigan jarayon hisoblanadi. Ushbu tamoyil quyidagilarga asoslanadi:

- Tarbiya jarayonining doimiyliigi va tizimlilik asosida olib borilishi.
- Har bir bosqichning oldingisi bilan uzviy bog'liqligi.
- Tarbiyaning turli sohaları (oilaviy tarbiya, maktab tarbiyasi, mustaqil ta'lim) bir-biri bilan chambarchas bog'liq bo'lishi.

Faollik va ongli ishtirok tamoyili

Tarbiyalanuvchi faqat axloqiy bilimlarni o'zlashtirish bilan cheklanib qolmay, balki ularni hayotda qo'llay olishi lozim. Bu tamoyil quyidagilarni talab qiladi:

- Tarbiyalanuvchilarning mustaqil fikrlashini rivojlantirish.
- Hayotiy muammolarni mustaqil hal qilish ko'nikmalarini shakllantirish.
- Mustaqil faoliyatni rag'batlantirish va ijodiy yondashuvni qo'llab-quvvatlash.

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Hayot bilan bog'liqlik tamoyili

Tarbiya hayotiy tajribaga asoslanishi, shuningdek, insonning kundalik faoliyatida namoyon bo'lishi kerak. Bu tamoyil quyidagilarga asoslanadi:

- Nazariy bilimlarni amaliyotda qo'llashga yo'naltirish.
- Turli hayotiy vaziyatlar orqali axloqiy qoidalarni o'rgatish.
- Shaxsning jamiyatdagi o'rnini anglashga ko'maklashish.

Tarbiya tamoyillari insonning har tomonlama rivojlanishi va jamiyatga moslashishida muhim ahamiyatga ega. Ushbu tamoyillarning to'g'ri qo'llanilishi quyidagi natijalarga olib keladi:

- Shaxsning axloqiy jihatdan kamol topishi.
- Jamoat hayotida faol ishtirok etishi.
- Mustaqil fikrlash va qaror qabul qilish qobiliyatining shakllanishi.
- Insonning ijtimoiy va madaniy muhitga tez moslashishi [3;45-48].

Zamonaviy jamiyatda tarbiya tamoyillari nafaqat maktab va oliy ta'lim muassasalarida, balki oilaviy tarbiya, ijtimoiy institutlar va internet makonida ham amalga oshirilishi lozim. Ayniqsa, globalizatsiya davrida yosh avlodni axborot xurujlaridan himoya qilish, ularning mustahkam ma'naviy asosga ega bo'lishini ta'minlash dolzarb masalaga aylanmoqda.

Tarbiya insonning shaxs sifatida shakllanishiga va jamiyatda o'z o'rnini topishiga yordam beruvchi asosiy jarayonlardan biridir. Uning samaradorligini ta'minlash uchun izchil va maqsadli tamoyillarga amal qilish muhimdir. Zamonaviy tarbiya jarayonida milliy va umuminsoniy qadriyatlarga asoslanish, shaxsiy yondashuv, faollik, hayot bilan bog'liqlik kabi tamoyillar yetakchi o'rin tutadi. Ushbu tamoyillarni to'g'ri tatbiq etish orqali barkamol avlodni tarbiyalash mumkin.

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CHALLENGES, STRATEGIES, AND METHODOLOGICAL APPROACHES IN TEACHER ADAPTATION TO INCLUSIVE EDUCATION

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Abstract:

Inclusive education aims to provide equal learning opportunities for all students, regardless of their abilities or disabilities. However, teachers in both schools and universities face significant challenges in adapting to inclusive environments. This study explores the key barriers to teacher adaptation and presents effective strategies for overcoming them. By reviewing existing literature and theoretical frameworks, we propose methodological approaches to understanding teacher adaptation in inclusive education. The findings highlight the necessity of continuous professional development, institutional support, and the integration of technology to enhance inclusive teaching practices. Additionally, we discuss policy implications and practical recommendations for fostering a more inclusive educational system.

Key words: inclusive education, teacher adaptation, professional development, inclusive pedagogy, higher education, policy recommendations.

Inclusive education is a global priority, ensuring that students with diverse learning needs receive appropriate support in mainstream educational settings. While inclusive policies have been widely implemented, the adaptation of teachers remains a critical issue. Many educators struggle with the transition to inclusive teaching due to a lack of training, institutional barriers, and psychological stress (Ainscow & Miles, 2008, p. 20).

This study aims to explore how teachers in schools and universities adapt to inclusive education. The central research question is: What are the key barriers and effective strategies for teacher adaptation to inclusive education? By addressing this question, the paper contributes to the development of a comprehensive framework for supporting educators in inclusive environments.

Inclusive education is grounded in sociocultural and psychological theories of learning. Vygotsky's sociocultural theory emphasizes the importance of social interaction and scaffolding in education, which is particularly relevant for inclusive settings (Vygotsky, 1978, p. 57). Additionally, Bronfenbrenner's ecological systems theory highlights the influence of institutional and societal factors on teacher adaptation (Ainscow & Miles, 2008, p. 21). The Universal Design for Learning (UDL) framework further supports inclusive education by promoting flexible teaching strategies that accommodate diverse learning needs (Meyer, Rose, & Gordon, 2014, p. 12).

Many teachers feel unprepared to work in inclusive classrooms due to insufficient training in special education methodologies. Studies indicate that professional development programs focusing on inclusive pedagogy significantly improve teacher confidence and effectiveness (Slee, 2011, p. 83).

Inclusive teaching often leads to increased stress and burnout, as educators must manage diverse student needs. Psychological resilience and coping mechanisms play a crucial role in teacher adaptation (Tremblay & Sévigny, 2019, p. 50).

Schools and universities often lack the necessary resources, such as assistive technology and specialized staff, to support inclusive education. Institutional support is essential for the successful implementation of inclusive practices (UNESCO, 2017, p. 18).

This study adopts a theoretical and conceptual approach to analyzing teacher adaptation in inclusive education. The methodology includes:

1. Literature Review Analysis – Examining existing research on inclusive education and teacher adaptation (Gargiulo & Metcalf, 2017, p. 45).
2. Comparative Frameworks – Analyzing differences between school and university settings (Zhang & Kumpulainen, 2020, p. 7).
3. Theoretical Models – Applying psychological and educational theories to understand adaptation processes (Vygotsky, 1978, p. 66).

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Continuous training programs on inclusive pedagogy help educators develop skills for managing diverse classrooms. Workshops, online courses, and mentorship programs are effective methods of teacher training (Gargiulo & Metcalf, 2017, p. 120).

Strong institutional policies, peer support networks, and collaboration with special education experts enhance teacher adaptation. Universities and schools should foster inclusive leadership to support educators (UNESCO, 2017, p. 25).

Digital tools, such as assistive technologies and adaptive learning platforms, can facilitate inclusive teaching. The integration of AI-driven educational tools enhances accessibility for students with disabilities (Tremblay & Sévigny, 2019, p. 63).

Teacher adaptation varies between educational levels. School teachers often focus on classroom management, while university instructors may require specialized training to accommodate students with disabilities in higher education settings (Zhang & Kumpulainen, 2020, p. 9).

This study highlights the challenges teachers face in adapting to inclusive education and presents strategies for overcoming these barriers. Professional development, institutional support, and technology integration are key factors in fostering teacher adaptation. Future research should explore empirical case studies to validate the proposed framework.

Implications for Policy and Practice: Educational institutions should prioritize inclusive teacher training and create supportive environments that facilitate adaptation. Policymakers should ensure adequate funding for professional development programs and the implementation of assistive technologies in classrooms.

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PROJECT-BASED LEARNING AS AN INNOVATIVE TOOL IN FOREIGN LANGUAGE CLASSROOMS

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Abstract:

This article explores Project-Based Learning (PBL) as an innovative and learner-centered approach in foreign language education. By engaging students in meaningful, real-world tasks, PBL promotes linguistic competence alongside essential 21st-century skills such as critical thinking, collaboration, and creativity. The article provides a comparative analysis of international and Kazakhstani experiences, highlighting successful PBL implementation in countries like Finland, the United States, Japan, and Germany, as well as in institutions such as Nazarbayev Intellectual Schools and Al-Farabi Kazakh National University. Challenges related to project design, teacher preparedness, and assessment are addressed, with recommendations for further integration of PBL through professional development and curriculum reform. The study confirms the transformative potential of PBL in enriching language learning environments and fostering communicative competence.

Key words: Project-Based Learning (PBL); foreign language teaching; language education; innovative pedagogy; learner autonomy; communicative competence; Kazakhstan; international practices; CLIL; 21st-century skills.

In recent years, Project-Based Learning (PBL) has gained increasing recognition as an effective and innovative pedagogical approach in the context of foreign language education. Unlike traditional teacher-centered instruction, which often emphasizes grammar drills, memorization, and passive learning, PBL engages students in dynamic, real-world tasks that require the application of language skills in meaningful ways. This learner-centered methodology fosters not only linguistic competence but also critical thinking, creativity, collaboration, and problem-solving—skills that are essential in the 21st century. By designing and implementing projects that are relevant to students' interests and real-life contexts, language teachers can create an immersive environment that simulates authentic language use, thereby enhancing both fluency and motivation.

Numerous studies have explored the implementation of project-based learning (PBL) in the context of teaching English as a foreign language. Karyawati and Ashadi (2018) emphasized the use of PBL through English drama as a strategy to enhance students' creativity and engagement in the learning process [1]. Kavlu (2017) analyzed the implementation of PBL in EFL classrooms, highlighting its effectiveness in fostering learner autonomy and meaningful language use [2]. Pham (2018) discussed the transition from theoretical understanding to practical application of PBL in EFL classrooms, focusing on the development of communication and collaboration skills [3]. Somani and Rizvi (2018) conducted a quasi-experimental study demonstrating the superiority of PBL over traditional teaching methods in terms of student participation and learning outcomes [4]. Zaafour and Salaberri-Ramiro (2022) examined teachers' perspectives on cooperative project-based learning, underlining its role in promoting student motivation and deeper learning experiences [5]. Collectively, these studies affirm the growing relevance of PBL as an innovative and effective method in foreign language education.

In Kazakhstan, PBL is implemented at various educational levels—primary, secondary, and tertiary—particularly in schools with trilingual education programs and in universities that have adopted Content and Language Integrated Learning (CLIL) approaches. Institutions such as Nazarbayev Intellectual Schools (NIS), Kazakh-Turkish Lyceums, and ENU named after L.N. Gumilyov have incorporated project-based learning into their foreign language curricula.

In Nazarbayev Intellectual Schools, students in English language classes work on interdisciplinary projects such as “My Green City,” which combines environmental education and English language use. Learners research ecological issues in their local context and present their findings through written reports, visual posters, and oral presentations in English. These projects are assessed using rubrics that focus on both content and language outcomes.

At the university level, project-based learning is actively promoted in language teaching departments. For example, at Al-Farabi Kazakh National University, students in English for Academic Purposes (EAP) courses

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develop capstone projects such as research posters, simulated international conferences, or video essays on global issues. These tasks integrate the four key language skills—listening, speaking, reading, and writing—within authentic academic contexts.

One of the central advantages of PBL in foreign language classrooms is its ability to contextualize language learning. When students work on projects—such as creating digital travel guides, filming short documentaries, or organizing cultural events—they naturally integrate reading, writing, listening, and speaking in the target language. This integration promotes a more holistic acquisition of linguistic skills, as students must navigate different communication contexts and adapt their language accordingly. Moreover, PBL encourages repeated exposure to language forms and vocabulary in a meaningful setting, facilitating deeper cognitive processing and long-term retention. The communicative nature of projects also increases student talk time and fosters authentic interaction among peers, which is crucial for developing spoken fluency and pragmatic competence[6].

Despite its many advantages, the implementation of Project-Based Learning in foreign language classrooms also poses challenges. Teachers must be prepared to invest time in careful planning, project design, and continuous monitoring of student progress. They must also ensure that language objectives are not overshadowed by the content focus of the projects. Moreover, assessment criteria must be clearly defined and communicated to students, to maintain a balance between creativity, collaboration, and linguistic accuracy. Nevertheless, with appropriate training and institutional support, these challenges can be addressed, making PBL a highly rewarding methodology for both teachers and students. To address these challenges, several teacher training initiatives and methodological workshops have been launched, such as programs offered by the Center for Pedagogical Excellence under the "Nazarbayev Foundation."

Another significant benefit of Project-Based Learning lies in its potential to personalize the educational experience. Because projects are often student-driven, learners have the opportunity to explore topics that resonate with their own backgrounds, interests, and future goals. This sense of ownership increases engagement and intrinsic motivation, which are key factors in successful language acquisition. In multicultural and multilingual classrooms, PBL can also serve as a platform for students to share aspects of their culture and identity, thereby promoting intercultural awareness and empathy. From a pedagogical standpoint, this shift in responsibility from teacher to student transforms the educator into a facilitator or guide, who provides scaffolding and support while encouraging learner autonomy.

In the global context, Project-Based Learning (PBL) has emerged as an effective and innovative pedagogical approach, particularly in the domain of foreign language acquisition. PBL provides learners with authentic, meaningful tasks that require the use of a foreign language as a medium for communication, collaboration, and problem-solving. Numerous studies have documented the success of PBL in enhancing linguistic competence, intercultural awareness, and learner autonomy across diverse educational systems.

In Finland, a country widely recognized for its progressive educational system, PBL is a cornerstone of the national curriculum. Foreign language learning is often embedded in cross-curricular projects. For instance, students learning English or German undertake projects such as "Cultural Exchange Blogs", where they collaborate with peers from partner schools in other countries to exchange experiences, produce multimedia content (videos, interviews, articles), and engage in online discussions in the target language. These activities are supported by the eTwinning platform of the European Union, promoting real-time communication and digital literacy.

Research by Niemi et al. (2018) highlights that Finnish students engaged in PBL show higher engagement levels, improved oral fluency, and better retention of vocabulary due to contextual learning and sustained use of the target language in real-world situations[7].

In the United States, PBL has been effectively used in programs for English Language Learners (ELL), particularly in multicultural urban schools. At High Tech High in California, an innovative charter school network, foreign-born students participate in community-centered projects such as creating bilingual podcasts, documentaries on migration, or public awareness campaigns on health issues in both English and their native language.

A notable project involved Spanish-speaking students creating a bilingual public health guide during the COVID-19 pandemic, which was distributed in immigrant communities. This project not only developed academic language skills but also fostered civic responsibility and cross-cultural competence.

In Japan, PBL is integrated into English as a Foreign Language (EFL) curriculum through initiatives like Super Global High Schools (SGH), funded by the Ministry of Education, Culture, Sports, Science and Technology (MEXT). Students participate in international collaborative projects on sustainable development goals (SDGs), with English serving as the working language. For example, students from Tokyo Metropolitan

Kokusai High School collaborated with peers from Southeast Asia to research marine pollution and presented their findings at international student conferences.

This approach is grounded in the concept of "glocal learning," promoting the development of both global competence and local relevance. The use of English in authentic academic contexts leads to increased motivation and advanced academic discourse skills (Yonezawa, 2020) [8].

In Germany, PBL is frequently combined with Content and Language Integrated Learning (CLIL) in secondary schools and vocational institutions. A typical example includes students completing a science or history project in English or French, such as building models of historical monuments or simulating international climate negotiations. These projects are designed to develop not only subject knowledge but also communicative proficiency in the target language.

The Europaschule network, consisting of schools that emphasize multilingual education and European identity, often hosts multilingual project weeks where students from different countries work in international teams, culminating in presentations and exhibitions in foreign languages.

The international experience clearly demonstrates that Project-Based Learning in foreign language classrooms promotes integrated skill development, intercultural communication, and 21st-century competencies.

Project-Based Learning represents a transformative approach in foreign language education in Kazakhstan, aligning with global educational reforms and the goals of the national trilingual policy. While there are implementation challenges, successful examples from leading schools and universities demonstrate that PBL can significantly enrich the learning process, preparing students for both academic and professional environments. Continued investment in teacher training, curriculum design, and research will further support the effective integration of PBL in language education across the country.

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СМЕШАННЫЕ ТЕХНОЛОГИИ КАК СРЕДСТВО ПОВЫШЕНИЯ КАЧЕСТВА ОБУЧЕНИЯ

У. Копжасарова ¹, К. Муслиева ²

Аннотация:

Статья рассматривает смешанное обучение как инновационный образовательный подход, который объединяет традиционное очное обучение с онлайн-обучением, поддерживаемым цифровыми технологиями. В ней обсуждаются как проблемы, так и преимущества внедрения смешанного обучения. Авторы анализируют результаты исследований ученых со всего мира и на основе этого анализа предлагают идеи о потенциале смешанного обучения.

Ключевые слова: смешанное обучение, онлайн, оффлайн, обучение, медиа, гибридное обучение, технологии, иностранный язык.

В 2020 году мировая система образования претерпела значительные трансформации в связи с пандемией коронавируса. Эти изменения породили ряд проблем, среди которых ключевыми стали необходимость реорганизации образовательного процесса и поиск эффективных методов преподавания, которые отвечали бы требованиям образовательной системы и обеспечивали бы качество обучения в условиях пандемии. В результате многие образовательные учреждения были вынуждены перейти на онлайн-обучение и внедрение цифровых технологий. Этот переход вызвал рост интереса к методам смешанного обучения. Несмотря на очевидную значимость и преимущества информационных технологий, многие исследователи ныне поддерживают внедрение смешанного обучения [1, с. 4] [2, с. 22] [3, с. 3] [4, с. 367], подчеркивая его потенциал в улучшении коммуникативных навыков в иностранных языках [5, с. 45], [6, с. 14] и повышении эффективности образовательного процесса через интеграцию онлайн и оффлайн обучения. Изначально термин «смешанное обучение» стал широко известен благодаря компании «Interactive Learning Centers», которая специализировалась на сертификации компьютерных навыков и обучении работе с программным обеспечением. Уже в 1999 году данная компания начала предлагать курсы, основанные на методе смешанного обучения [7]. Происхождение термина также связано с публикацией книги «Blended learning», написанной Шармой П. и Барреттом Б. в 2007 году [8, с. 7]. Концепция смешанного обучения является относительно новой, что усложняет полноценную оценку его преимуществ, недостатков и потенциальных возможностей. Несмотря на широкое внедрение данного подхода в образовательный процесс и преподавание иностранных языков, существует определенное расхождение в трактовках и определениях термина «смешанное обучение» со стороны различных исследователей [9, с. 106] [10, с. 61] [11, с. 22]. До 2005 года термин не имел четкого и универсально принятого определения, однако эта ситуация изменилась с публикацией книги «The Handbook of Blended Learning: Global Perspectives, Local Designs», авторы которой, Кертис Бонк и Чарльз Грэхэм, дали официальное определение смешанного обучения как образовательного подхода, который объединяет традиционное очное обучение и компьютерно-опосредованное обучение [12, с. 13].

Термин «смешанное обучение» поддается различным трактовкам. В частности, в отчете под названием «Defining Blended Learning» американский исследователь Норм Фрисен утверждает, что смешанное обучение включает в себя разнообразные возможности, создаваемые за счет интеграции интернета и цифровых медиа с традиционными форматами обучения, в которых предполагается физическое присутствие как преподавателей, так и студентов [13, с. 1]. Оксфордский словарь дает следующее определение данного термина: «Смешанное обучение — это образовательный подход, в рамках которого студенты осваивают знания с использованием электронных и онлайн-ресурсов наряду с традиционным очным обучением» [14]. Институт Клейтона Кристенсена определяет «смешанное обучение» как структурированную образовательную программу, в которой студенты получают знания, хотя бы частично, через онлайн-подачу материалов и инструктаж. Этот подход включает в себя определенную степень автономии студентов в выборе времени, места и темпа обучения, при этом часть учебного процесса происходит в контролируемом физическом пространстве за пределами дома [15, с. 3].

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До настоящего времени отсутствует единообразие в определении концепции смешанного обучения. Например, Е.А. Банадас рассматривает его как технологический подход [16, с. 534], в то время как другие исследователи трактуют его как форму организации образовательного процесса [17, с. 175], стиль обучения [14] или образовательный подход [18, с. 220]. В результате не существует точного и универсально признанного определения термина «смешанное обучение». Мы склонны рассматривать его как технологический подход, что будет обосновано в дальнейшем. В целом стиль обучения понимается как индивидуальная система, включающая формы, методы и приемы, применяемые педагогами в процессе преподавания [19, с. 47], что делает этот термин комплексным, объединяющим различные методы, подходы и формы. Следовательно, мы считаем, что смешанное обучение не следует относить к категории стилей обучения. В то же время образовательная форма относится к внешней структуре образовательного процесса, включая такие типы, как индивидуальное, групповое, школьное и внешкольное обучение [20, с. 102]. В данном контексте смешанное обучение, интегрирующее как очные, так и внешкольные виды деятельности, может быть рассмотрено как форма образования в определенной степени.

Образовательные технологии рассматриваются как совокупность методов, ориентированных на организацию и структурирование учебного и познавательного процесса. Они могут быть также интерпретированы как ряд специфических действий и операций, непосредственно связанных с конкретными задачами преподавателя и направленных на достижение четко определенных целей [21, с. 93]. В контексте педагогики смешанное обучение рассматривается как форма образовательных технологий, и мы полагаем, что данный термин является наиболее адекватным для определения данного подхода. Кроме того, термин «смешанное обучение» в педагогике трактуется как «подход», который представляет собой методологическую позицию, занимаемую преподавателями или образовательными администраторами, и направленную на использование определенного набора взаимосвязанных педагогических идей, концепций и методов [22, с. 200].

Учитывая все вышеизложенное, предлагаем следующее определение данного термина: «Смешанное обучение — это образовательный подход, который сочетает традиционное очное обучение с физическим присутствием как преподавателей, так и студентов, и онлайн-обучение, поддерживаемое цифровыми технологиями».

В современной образовательной практике появились новые термины, такие как «гибридное обучение», «комбинированное обучение» и «персонализированное обучение», которые часто используются как синонимы смешанного обучения. Зарубежные исследователи Груба П. и Хинкельман Дж. в своей книге «Blended Technologies in Second Language Classrooms» стремятся прояснить эти термины, определяя пропорцию онлайн- и очного обучения. Они определяют «гибридное обучение» как подход, при котором онлайн-занятия заменяют 45-80% очных сессий, тогда как в рамках смешанного обучения онлайн-занятия заменяют менее 45% очного обучения [23, с. 4]. Гибридное обучение — это многогранная концепция, которая на практике может одновременно включать как онлайн-, так и оффлайн-обучение. Некоторые исследователи подчеркивают различие между этими подходами следующим образом: «Смешанное обучение» включает интеграцию двух модальностей обучения, в то время как «гибридное обучение» сосредоточено на нахождении оптимального сочетания образовательных возможностей, будь то онлайн или оффлайн. Другим способом различить эти подходы является использование цифровых ресурсов: смешанное обучение обычно сочетает цифровые и классные методы для формального обучения, в то время как гибридное обучение объединяет формальное обучение с неформальным и экспериментальным обучением, интегрированным в рабочий процесс [24, с. 2].

Смешанное обучение, сочетающее очные занятия с онлайн-активностями, часто считается синонимом комбинированного обучения. Хотя этот подход еще недостаточно исследован, исследования подтверждают его большую эффективность по сравнению с традиционным очным обучением благодаря использованию преимуществ обеих модальностей.

Преимущества технологии смешанного обучения следующие:

1. Интеграция информационно-коммуникационных технологий в контекст смешанного обучения повышает восприимчивость студентов к учебному процессу, стимулирует их мотивацию и вызывает интерес [25, с. 367];

2. Смешанное обучение предоставляет учителям, студентам и родителям доступ к полному представлению о ходе учебного процесса через онлайн-оценки и задания, что позволяет цифровым технологиям обеспечивать мгновенную обратную связь. Более того, исследования, проведенные Брэттом П., показали, что студентам проще оценивать свое понимание материала с помощью компьютерных модулей оценки [26, с. 195];

3. Смешанное обучение позволяет персонализировать учебный процесс, отходя от традиционной модели. Этот подход также дает студентам возможность работать в индивидуальном темпе, что способствует уверенности в полном усвоении новых концепций перед тем, как переходить к следующему этапу;

4. Учебная среда в рамках смешанного обучения способствует развитию ответственности, независимости и автономии студентов. Эта технология возлагает на студентов ответственность за собственные результаты и академические достижения;

5. В рамках подхода «смешанного обучения» технологии позволяют одаренным и талантливым студентам развивать свои знания и навыки за пределами стандартной учебной программы;

Характеристики цифровых образовательных ресурсов, такие как разнообразие заданий и методов подачи информации, поддерживают принцип вариативности контента, что повышает гибкость и адаптивность обучения, способствуя персонализированному подходу.

Несколько исследований рассмотрели взгляды учащихся на смешанное обучение. Лики и Раншоу обнаружили, что «большинство студентов испытали положительный и мотивирующий опыт при обучении с использованием смешанного подхода, и часто склонялись к предпочтению этого метода перед традиционным обучением в классе» [25, с. 367].

Результаты анкеты, проведенной Брэттом П., показали «крайне положительные отношения, при этом учащиеся выражали уверенность в своей способности эффективно учиться с использованием мультимедиа и считали, что это предоставляет высококачественный опыт самостоятельного обучения» [26, с. 196].

Технология смешанного обучения особенно эффективна и полезна в преподавании и изучении иностранных языков. Результаты исследования Э. Банадаса продемонстрировали «значительные улучшения в навыках говорения» и «существенные достижения во всех языковых компетенциях, особенно в аудировании, произношении, лексике и грамматике». Это было зафиксировано в исследовании, проведенном среди студентов Университета Чили, изучающих английский язык как иностранный [16, с. 539].

Кроме того, важно отметить определенные сложности, связанные с использованием технологии смешанного обучения в процессе преподавания и обучения:

1. Поскольку смешанное обучение включает в себя цифровые технологии, существует ряд факторов, препятствующих их эффективному внедрению, таких как ограниченный уровень знаний в области информационно-коммуникационных технологий, что может затруднить совместную групповую работу;

2. Необходимость соблюдения школьной программы;

3. Работа преподавателя зависит от ряда субъективных и объективных факторов, включая зависимость от интернета, его стабильности и постоянной необходимости в доступе, среди прочих факторов;

4. Обеспечение всех школьников доступом к компьютерам не всегда является осуществимым.

Смешанное обучение безусловно является передовой и инновационной технологией с широкими возможностями для использования и дальнейшего развития.

Прежде всего, это обусловлено тем, что смешанное обучение способствует развитию ценных личных качеств, которые востребованы в 21-м веке, включая:

Умение эффективно решать сложные проблемы;

Способность к критическому мышлению, умение обрабатывать информацию, поддержание актуальности знаний и генерация инновационных идей и решений;

Компетентность в командной работе и эффективном межличностном взаимодействии;

Способность к принятию решений и взятию на себя ответственности. Учитывая все вышеизложенные аспекты, можно сделать вывод, что технология смешанного обучения, предполагающая сочетание традиционной модели обучения с цифровыми технологиями, окажет положительное влияние на повышение качества процессов преподавания и обучения.

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ПРЕИМУЩЕСТВА И СЛОЖНОСТИ ОБУЧЕНИЯ НЕМЕЦКОМУ ЯЗЫКУ КАК ВТОРОМУ ИНОСТРАННОМУ ЯЗЫКУ

Ш. Тулеубаева ¹

Аннотация:

В данной статье рассматриваются особенности обучения немецкому языку как второму иностранному после изучения английского. Эта тема актуальна в связи с возрастающими требованиями современного образования в области многоязычия и необходимостью владения несколькими иностранными языками. Практический опыт показывает, что студенты, уже освоившие английский язык в качестве первого иностранного, затрачивают меньше усилий на изучение немецкого языка. В процессе преподавания выявлены как преимущества, так и трудности освоения немецкого языка после английского. Делается вывод о том, что знание английского языка следует эффективно использовать при обучении немецкому.

Ключевые слова: английский язык, немецкий язык, второй иностранный язык, мотивация, трудности, преимущества.

Сегодня изучение иностранных языков является важной составляющей современного образования и показателем широкого кругозора. Владение иностранным языком открывает доступ к культуре и традициям других стран, способствует развитию мышления, воображения и памяти. Способность к общению на иностранном языке значительно расширяет перспективы человека.

Согласно Государственному общеобязательному стандарту высшего образования Республики Казахстан, английский язык является обязательным компонентом образовательных программ. В Карагандинском университете имени академика Е.А. Букетова студенты образовательных программ «Международное право», «Международные отношения», «Мировая экономика» и «Таможенное регулирование» изучают английский язык как основной. В качестве второго иностранного им предлагаются немецкий, французский или китайский языки.

«Немецкий язык - один из наиболее часто изучаемых иностранных языков. Вместе с тем он имеет реальную возможность изучения в качестве второго иностранного языка наряду с французским, испанским, русским, а также китайским и арабским» [1].

Роль немецкого языка в языковой системе образования Казахстана особа. Несмотря на трудные времена, когда языковое пространство Казахстана отдавало предпочтение английскому языку, немецкий язык сумел сохранить свою ценность и остаться одним из востребованных языков среди молодежи. Немецкому дают предпочтение и студенты вузов, изучая его и как второй иностранный [2].

Изучение второго иностранного языка обычно начинается на 2–3 курсе, когда студенты становятся более уверенными, независимыми и осознанно подходят к выбору языка. Они обладают базовыми коммуникативными и языковыми навыками, что облегчает изучение нового языка. Кроме того, мотивация к изучению второго иностранного языка отличается от мотивации при освоении первого. Многие студенты ориентированы на международные образовательные программы в Германии.

В изучении второго иностранного языка важно овладеть стратегией сравнения в обучении речевым навыкам и умениям. При изучении грамматики немецкого языка после английского стратегия сравнения является просто необходимой [3]. В первую очередь потому, что студенты уже знакомы с терминологией, которая нужна для понимания грамматических правил. Еще одним преимуществом является то, что студенты уже выработали свои собственные методы изучения грамматических структур и могут воспользоваться ими при овладении новым иностранным языком. Однако самое главное преимущество заключается в том, что английский и немецкий языки являются родственными. Они относятся к одной семье западногерманских языков, и имеют значительное сходство в лексике и в грамматике [4, 18-20]. Некоторые грамматические явления, такие, как Perfekt, модальные глаголы, не требуют детального разъяснения, как это имело бы место без знаний английской грамматики. Значительное преимущество для преподавателей немецкого языка как второго состоит в том, что им не нужно на занятиях вводить латиницу, так как обучающиеся уже владеют этими навыками.

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Следует отметить, что студенты располагают информацией о культурных различиях между разными странами, так же они знакомы с грамматическими явлениями и четко понимают, что для структуры предложений разных языков характерно существенное своеобразие и типичные черты. К тому же определенную роль в использовании языка играют особенности национальной культуры. Таким образом, когда приступают к изучению второго или другого иностранного языка, начинают не «с нуля», а расширяют существующее владение языком за счет нового языка. Изучившие английский как первый иностранный язык, имеют представление о построении языка, знают ряд грамматических явлений и терминов.

Студенты, владеющие первым иностранным (английским) языком, уже имеют базовые знания словообразования, то есть они могут сопоставлять различные слова, распознавать типы слов и т.д. Известно, что в разных языках есть похожие слова, и их можно легко понять. Например, в немецком языке – это дни недели, стороны света, названия месяцев, продукты питания и напитки, страны и национальности, а также специальная лексика из области спорта, музыки, искусства, политики, финансов, компьютера и интернета и др. В большей степени это интернационализмы, которые имеют схожее звучание в английском и немецком языках. Наблюдения показывают, что эти слова запоминаются гораздо быстрее, чем совершенно незнакомые.

Однако одной из сложностей изучения второго иностранного языка является ограниченное количество академических часов (45–60 в семестр). В то время как полноценное освоение иностранного языка требует значительного времени, недельная нагрузка по второму иностранному языку в нашем университете обычно составляет не более трёх часов. Ограничение количества контактных часов основано на принципе экономии времени, при изучении второго иностранного языка определяются опорой уже на уже имеющиеся знания первого иностранного языка и тем, что нет необходимости объяснять значения того или иного языкового явления. Этот принцип особенно важен, так как изучение второго иностранного языка наступает значительно позже, чем первого иностранного. Притом, что на изучение немецкого языка для достижения определенного уровня отводится меньше времени, цели при обучении 2ИЯ остаются такими же, как и в английском языке [5, с. 31-32]. Обучение немецкому языку как второму иностранному представляет собой креативный процесс. Приоритетное место отводится интерактивной работе на занятии: групповой, проектной, творческой [6].

В процессе изучения немецкого языка как второго языка студенты испытывают трудности в произношении, некоторым сложно дается грамматика немецкого языка. В целях облегчения восприятия материала по грамматике или лексике успешно можно использовать различные платформы для изучающих немецкого языка в открытом доступе.

В заключение можно отметить, что обучение немецкому языку как второму иностранному с учетом принципов многоязычного образования повышает мотивацию студентов и делает учебный процесс более эффективным.

Главным преимуществом у обучающихся является то, что уже имеется определенный опыт в изучении первого иностранного языка, разработаны собственные стратегии при обучении каждой стороны иноязычной речи. Это снимает психологические трудности, студенты чувствуют себя более уверенно, легче преодолевают языковой барьер и с удовольствием овладевают новым иностранным языком. Применение знаний английского языка служат опорой для быстрого и эффективного усвоения идентичных структур немецкого языка, что способствует пониманию смысла темы и текстов, актуальных возрасту и интересам. При изучении второго иностранного расширяется кругозор студентов, обогащается видение картины мира, приобретает полезный жизненный опыт [7]. Второй иностранный язык расширяет кругозор студентов, позволяет глубже понять мировую картину и приобрести ценный жизненный опыт. Использование знаний английского языка ускоряет освоение немецкого, снижает психологический барьер и способствует успешному овладению языком. Изучение немецкого языка после английского способствует развитию таких качеств, как самостоятельность, уверенность и коммуникативные навыки, а также приобщает студентов к культуре немецкоязычных стран. И самое главное при обучении немецкому языку как иностранному после английского необходимо продуктивно использовать знание английского языка.

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ИСПОЛЬЗОВАНИЕ НОВЫХ ТЕХНОЛОГИЙ ДЛЯ РАЗВИТИЯ ЦИФРОВЫХ КОМПЕТЕНЦИЙ БУДУЩИХ ПЕДАГОГОВ

Ш. Чахонгиров ¹

Аннотация:

В статье представлена теоретическая база, в которой рассматриваются концепции педагогической компетенции, личностного роста и профессиональной подготовки учителей. Автор делает выводы о том, что внеаудиторные мероприятия играют ключевую роль в подготовке будущих учителей.

Ключевые слова: формирования, будущих учителей, технология, внеаудиторных мероприятий, компетенция, физического воспитания.

Современные внеаудиторные мероприятия часто включают использование новых технологий (например, спортивных приложений, видеосъемки и анализа результатов), что помогает развивать цифровые компетенции будущих педагогов:

использование спортивных технологий: через участие в мероприятиях с использованием технологий (например, анализ данных о физических показателях, мониторинг здоровья) студенты развивают цифровые навыки, которые могут использовать в своей преподавательской деятельности;

мультимедийные и информационные технологии: создание презентаций, видеоматериалов и использование интернет-ресурсов для обучения помогают студентам овладеть важными цифровыми инструментами.

Регулярное участие в внеаудиторных мероприятиях позволяет студентам развить мотивацию к профессии:

погружение в практическую деятельность: активное участие в организации и проведении мероприятий позволяет студентам осознать важность своей роли как будущих педагогов физкультуры;

стимулирование профессионального роста: участие в мероприятиях может стимулировать студентов к самообразованию, поиску новых подходов в преподавании и развитию профессиональных навыков.

Примеры внеаудиторных мероприятий, которые влияют на формирование ключевых компетенций будущих учителей физического воспитания:

1. Спортивные турниры и соревнования: организация спортивных турниров (например, по футболу, волейболу, баскетболу) позволяет студентам не только развивать спортивные навыки, но и учиться организовывать мероприятия, решать проблемы, связанные с логистикой, координацией участников и судейством [3, с.14].

Пример: Турнир по настольному теннису среди студентов факультета физической культуры, где студенты выполняют роли судей, организаторов, а также участвуют в качестве спортсменов.

2. Мастер-классы и тренинги: проведение мастер-классов и тренингов, направленных на освоение новых спортивных навыков, методик преподавания или работы с детьми.

Пример: Мастер-класс по современным методикам преподавания физической культуры в начальной школе, где студенты делятся опытом и учат друг друга новым подходам.

3. Спортивные праздники и фестивали: организация спортивных праздников или фестивалей (например, день здоровья, школьные спортивные дни), на которых студенты могут не только провести спортивные состязания, но и реализовать творческий подход в организации.

Пример: Организация спортивного фестиваля для школьников, на котором студенты создают различные станции с конкурсами, играми, физическими упражнениями и развлекательными активностями.

4. Волонтерские и социальные проекты: участие студентов в волонтерских проектах, связанных с пропагандой физической активности, например, проведение спортивных мероприятий для детей с особыми потребностями [1, с.54].

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Пример: Вовлечение студентов в проект по организации спортивных мероприятий для детей с ограниченными возможностями здоровья, где студенты работают как тренеры, организаторы и помощники.

5. Открытые уроки для школьников и демонстрация новых методик: студенты могут проводить открытые уроки физкультуры для школьников, применяя новые методики и спортивные технологии.

Пример: Открытый урок для школьников по внедрению игровых технологий в уроки физкультуры, где студенты на практике демонстрируют использование инновационных подходов.

6. Тренировочные лагеря и спортивные походы: организация и участие в спортивных лагерях, походах и выездных мероприятиях, где студенты занимаются не только спортом, но и учат других.

Пример: Организация летнего спортивного лагеря для школьников, где студенты факультета физкультуры работают в качестве вожатых и тренеров.

Рекомендации по организации внеаудиторных мероприятий влияющий на формирование ключевые компетенций будущих учителей физического воспитания:

учитывайте потребности студентов и школьников: важно, чтобы мероприятия соответствовали возрастным и физическим особенностям участников. Например, для младших школьников можно организовывать игровые состязания и эстафеты, а для старших - более серьезные спортивные турниры или тренировки;

создавайте разнообразие в мероприятиях: разные типы мероприятий (интеллектуальные, спортивные, творческие) помогут развить различные компетенции у студентов. Например, соревнования могут сочетаться с мастер-классами и тренингами. Это позволяет студентам приобрести опыт не только в спорте, но и в организации, командной работе и общении;

акцент на командную работу: внеаудиторные мероприятия должны побуждать студентов работать в группе, делиться ответственностью и решать задачи совместно. Это развивает навыки работы в команде, что крайне важно для будущих педагогов;

использование современных технологий: включение цифровых технологий (например, использование спортивных приложений, видеозаписи, онлайн-соревнований) делает мероприятия более привлекательными для студентов и помогает развивать их цифровые компетенции. Можно использовать приложения для отслеживания результатов, видеоанализ движения или даже виртуальные турниры;

создание условий для лидерства: важно давать студентам возможность брать на себя ответственность. Они могут быть организаторами мероприятия, наставниками для других студентов, или брать на себя лидерские роли в спортивных командах. Это помогает развивать лидерские качества и уверенность в себе;

вовлечение внешних специалистов: при организации мероприятий можно привлекать внешних специалистов (тренеров, спортсменов, спортивных психологов), что дает студентам возможность расширить кругозор и получить советы от опытных профессионалов;

регулярность и планирование: важно планировать внеаудиторные мероприятия на протяжении всего учебного года, чтобы студенты могли подготовиться и участвовать в различных формах активности, что поможет им развить необходимые компетенции на разных этапах их обучения.

оценка и рефлексия: после проведения мероприятий полезно организовать обсуждение с участниками, где студенты смогут оценить свои успехи и недостатки, а также поделиться опытом. Это способствует развитию рефлексии, критического мышления и самосознания;

инклюзивность: все мероприятия должны быть инклюзивными, учитывающими потребности разных групп студентов, включая тех, у кого есть особые образовательные потребности или физические ограничения. Это поможет развить у студентов чувство эмпатии, социальной ответственности и толерантности.

Таким образом, внеаудиторные мероприятия являются важным компонентом образовательного процесса, способствующим всестороннему развитию будущих учителей физической культуры. Они помогают не только формировать профессиональные компетенции, но и развивать личностные, социальные, лидерские и коммуникативные качества. Эти мероприятия позволяют студентам приобретать практический опыт, который станет основой их успешной педагогической деятельности в будущем.

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ON DIFFERENTIATED APPROACH IN TEACHING ORAL FOREIGN LANGUAGE COMMUNICATION TO JUNIOR SCHOOLCHILDREN

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Abstract:

This article describes differentiated approach to teaching reading to junior schoolchildren which involves the use of different forms of work. The analysis of existing approaches to teaching foreign language reading to junior schoolchildren shows that successful formation of reading skills requires a combination of automated processes and meaningful text comprehension.

Key words: differentiated approach, teaching, foreign language, reading, junior schoolchildren.

Since the object of the work is the process of formation of foreign language reading skills in junior schoolchildren, first of all it is necessary to consider and compare the definitions of «reading» and «reading in a foreign language».

Zimnyaya I.A. defines skills as ways of successful performance of actions based on knowledge, as well as the ability of a person to perform a certain activity on the basis of acquired experience. In the context of teaching reading, a foreign language skill is considered as an automated performance of operations, whereas reading skill is the ability to realise the process of perception and understanding of the text in accordance with communicative tasks [1].

Berne E. defines reading skill as the student's ability to meaningfully perceive a text in a foreign language, using various comprehension strategies. In this case, the successful formation of reading skills and abilities presupposes a combination of automated operations and meaningful control [2].

The inseparable unity of skills and abilities in the process of reading in a foreign language necessitates the development of methodological approaches that ensure effective learning. According to I.P. Podlasom, the formation of reading skills requires the creation of conditions in which the student could independently perceive the text using adequate comprehension strategies [3].

Reading as a speech activity is carried out in accordance with a number of parameters: purposefulness, productivity, independence, dynamism, integration, arbitrariness, awareness, correctness, hierarchy. In the framework of the differentiated approach, these parameters allow taking into account the individual characteristics of junior schoolchildren and adapting the methods of teaching reading in accordance with their level of preparation.

Differentiated teaching of reading in a foreign language to junior schoolchildren implies taking into account their cognitive abilities, level of language training and psychological characteristics. In this context, it is important to distinguish between different types of reading: introductory, exploratory, exploratory and browsing. Each of these types corresponds to specific teaching methods, including work with authentic texts, the use of visual supports, the use of interactive tasks and repeated reading with a gradual decrease in external support.

E.I. Passov singles out such qualities of speech skills as purposefulness, dynamism, productivity, integration and independence. These characteristics are important to take into account when teaching junior schoolchildren to read in a foreign language. Thus, purposefulness is manifested in the student's ability to extract information from the text in accordance with the task at hand, and productivity – in the ability to analyse and interpret what has been read [4].

One of the most important components of the successful formation of foreign language reading skills is the development of text comprehension strategies. At the younger school age, children learn the following techniques of working with text: predicting the content from the title and illustrations, finding keywords, highlighting the main idea, and retelling with the help of illustrations or questions. These strategies ensure informed reading comprehension and increase comprehension.

The main basic skills underlying reading are the skills of predicting the content of information by structure and meaning; identifying the theme, and main idea; dividing the text into meaningful chunks;

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separating the main from the secondary; and interpreting the text. The specification of these basic skills depends on the purpose of reading. N.D. Galskova distinguishes the following groups of skills:

- understanding of the main content: identify and highlight the main information of the text, make connections between events, and conclude what has been read;
- extracting complete information from the text: fully and accurately understand facts, highlight information that confirms something, compare information;
- understanding of necessary information: define in general terms the topic of the text, determine the genre of the text, and determine the importance of information [5].

N.D. Galskova notes that each stage provides for the formation of strategic reading skills, which generally boil down to the following list: the ability to predict the meaning of words by initial letters; to use language guessing concerning the meaning of words based on similarity with words of the native language; to anticipate the content based on the headings (pictorial visualisation, footnotes, pre-textual questions); to ignore unfamiliar words that do not affect the understanding of the main content; the ability to return to what has been read to clarify or better remember; the skill of using textual supports for better understanding of the content (tables, charts, graphs, font highlights); to use bilingual and monolingual dictionaries [5 p.236].

Reading acts as an independent type of speech activity in the case when we read to get the necessary information from the text. At the same time, it should be clarified that depending on the situation, the completeness and accuracy of information retrieval may be different. Thus, the tasks of teaching reading as an independent type of speech activity are as follows: to teach students to extract information from the text to the extent necessary to solve a particular problem, using certain reading techniques. Exercises are an integral part of the general complex of teaching reading. The level of students' reading and comprehension skills confirms the need for exercises aimed at teaching reading.

Depending on the type of instructional reading and the objectives of a particular type of reading, exercises are selected and arranged in a strict sequence. For example, when teaching uninterpreted reading comprehension in pre-reading oral reading, the following system is suggested: pre-textual listening and speaking exercises, exercises to be performed while reading the text, and exercises to develop informed guessing while reading.

In mainstream reading, the grasping of meaning through lexical syntactic and contextual integration is prepared by exercises that teach students to see and find linguistic supports, to see the syntactic structure of a sentence, and so on.

In the process of reading with coverage of the main content, the ability to emphasise the main point, even in the presence of unfamiliar vocabulary, is of great importance, so exercises that teach students to find the main idea in a sentence or paragraph are needed.

Primary reading with content coverage provides anticipation of the subject matter, which is an activity necessary for mature reading (reading with elements of analysis). The very nature of the text (the presence of illustrative material and compositional features) presents great opportunities for the process of anticipation.

The action of anticipation can be developed with the help of certain tasks that help to form this action. For example, anticipation of the subject of the message with the help of illustrative material can be prepared by an exercise such as: looking at the picture and saying what the text is supposed to say. Read a paragraph and say what data should be added for a more detailed description of the character, etc. [6].

When teaching reading with analyses, students are encouraged to move on to more complex texts and to focus on the linguistic means of expressing content to establish meaning. The teacher has the opportunity to pre-analyse the text, identifying all the places that are difficult for the students and need to be analysed. The teacher can focus on the linguistic and extra-linguistic supports in the text beforehand. The test in this case covers the text and the control of the ability to analyse and adequately convey thoughts in the mother tongue. The reading of a common text for the class allows to show students the necessary techniques and to involve all students in the work during the 10-15 minutes allotted for reading control.

Independent home reading of a common text and individual reading should not be mutually exclusive. It should be borne in mind that home reading from a common textbook is particularly convenient for the teacher, who has the opportunity to show the techniques on one text and then check reading comprehension.

It is advisable to move to individual reading at a later stage of foreign language teaching, when students have already mastered the techniques of reading and their language level allows them to check the degree of reading comprehension.

To teach students to read is to teach practical language skills, to instill skills of independent work and skills that should remain with the student for life.

Speaking of types of reading, it is necessary to note the difference between reading aloud and reading to oneself. Reading aloud is aimed at the formation of correct pronunciation, development of intonation

expressiveness, ability to synthesise language material, while reading to oneself focuses on the semantic side of the text and the formation of skills of quick perception of information [7].

Differentiated approach to teaching reading to junior schoolchildren involves the use of different forms of work: individual, pair, group. This allows taking into account the level of each student's preparation, providing support for less successful students and creating conditions for the promotion of strong students. In addition, text comprehension games, quests, work with comics, interactive tasks and the use of digital resources are effective methods.

Thus, the analysis of existing approaches to teaching foreign language reading to junior schoolchildren shows that successful formation of reading skills requires a combination of automated processes and meaningful text comprehension. Differentiated teaching allows taking into account individual characteristics of students, creating conditions for effective mastering of reading in a foreign language and further development of their communicative skills.

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ОСОБЕННОСТИ ФОРМИРОВАНИЯ КЛЮЧЕВЫХ КОМПЕТЕНЦИЙ БУДУЩИХ УЧИТЕЛЕЙ СРЕДСТВАМИ ВНЕАУДИТОРНЫХ МЕРОПРИЯТИЙ

Б. Давронов ¹

Аннотация:

В статье представлена теоретическая база, в которой рассматриваются концепции педагогической компетенции, личностного роста и профессиональной подготовки учителей. Автор делает выводы о том, что внеаудиторные мероприятия играют ключевую роль в подготовке будущих учителей.

Ключевые слова: формирования, будущих учителей, технология, внеаудиторных мероприятий, компетенция, физического воспитания.

Ключевые компетенции будущего учителя физической культуры - это набор знаний, навыков, умений и личных качеств, которые необходимы для успешной профессиональной деятельности в сфере физического воспитания. Эти компетенции помогают педагогам эффективно выполнять свои функции, развивать учащихся и способствовать их физическому и личностному развитию.

Внеаудиторные мероприятия - это мощный инструмент для формирования ключевых компетенций у будущих учителей физической культуры. Они позволяют студентам не только на практике применять свои знания и навыки, но и развивать личностные качества, такие как лидерство, коммуникативность, ответственность, а также осваивать новые технологии и методы. Четкое планирование, разнообразие форм и учет потребностей участников помогут сделать эти мероприятия максимально эффективными и полезными для подготовки будущих педагогов.

Основные ключевые компетенции будущего учителя физической культуры являются:

1. Профессиональная компетенция: это способность учителя физической культуры применять теоретические знания и практические навыки в своей профессиональной деятельности [6, с. 5]. Включает в себя:

знания в области физического воспитания, спортивной медицины, анатомии, физиологии и психологии;

умение разрабатывать и реализовывать учебные программы и планы;

способность правильно организовать уроки физической культуры и контролировать физическое развитие детей.

2. Коммуникативная компетенция: учитель должен уметь эффективно взаимодействовать как с учениками, так и с коллегами, родителями и администрацией школы. Это включает:

умение находить общий язык с детьми разных возрастных групп;

способность мотивировать учеников на занятия физической культурой;

навыки в педагогической коммуникации и разрешении конфликтных ситуаций.

3. Методическая компетенция: это способность учителя использовать разнообразные методы и формы работы для достижения образовательных целей:

знание и использование современных педагогических технологий и методик обучения;

умение адаптировать уроки и занятия под разные возрастные и физические особенности детей;

способность создавать и внедрять инновационные методы и формы проведения уроков (например, игровые формы обучения, использование технологий и т.д.).

4. Личностная компетенция: важная часть профессии - это личностные качества педагога, которые влияют на эффективность его работы:

высокая мотивация к работе и развитие профессиональной ответственности;

личная физическая культура и пример для подражания;

способность к саморазвитию, желанию постоянно улучшать свои знания и навыки [8, с. 15].

5. Организационная компетенция: учитель физической культуры часто организует не только уроки, но и мероприятия (соревнования, спортивные праздники, мастер-классы):

умение организовать и провести спортивные мероприятия;

способность планировать и координировать работу с детьми в группах, разрабатывать расписание, следить за безопасностью;

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навыки в управлении группой и организации пространства для занятий.

6. Оценочная компетенция: способность объективно оценивать достижения учеников:
умение правильно оценивать физическую подготовленность учащихся;
оценка прогресса, анализ ошибок и достижения результатов;
разработка индивидуальных планов для учащихся с учетом их способностей и потребностей [2, с.14].

7. Социальная компетенция: учитель физкультуры играет важную роль в воспитании учащихся не только через физические навыки, но и через развитие их социальных и этических норм:
способность развивать в учениках навыки командной работы, сотрудничества и взаимопомощи;
воспитание ценностей здоровья, физической активности и осознанного отношения к своему телу;

навыки работы в мультикультурной среде, уважение к разнообразию учеников и их индивидуальности [9, с.11].

8. Информационно-цифровая компетенция: современные учителя физкультуры должны уметь работать с новыми технологиями, включая использование мультимедийных средств и программного обеспечения:

знание и использование образовательных технологий (например, для анализа спортивных результатов, мониторинга физической активности);

умение использовать интернет-ресурсы для повышения качества образовательного процесса (видеоуроки, приложения для мониторинга состояния здоровья учеников) [10, с.6].

9. Педагогическая этика: будущий учитель физической культуры должен следовать этическим нормам в своей профессии, что включает:

уважение к правам и достоинству учащихся;

понимание важности конфиденциальности и защиты личных данных;

этическое руководство поведением и отношениями в спортивных и образовательных контекстах.

Эти компетенции вместе образуют комплекс навыков и личностных качеств, которые делают педагога готовым к различным вызовам профессии и позволяют ему эффективно работать с учениками, развивать их физические и личностные качества, а также быть примером для подражания в сфере физической культуры и здоровья.

Таким образом, ключевые компетенции будущего учителя физической культуры - это важные составляющие его профессиональной подготовки, которые позволяют не только обучать детей физическим навыкам, но и воспитывать у них здоровый образ жизни, командный дух и ответственность.

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РОЛЬ ТЕКСТА КАК СРЕДСТВА ФОРМИРОВАНИЯ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ НАЦИОНАЛЬНЫХ ГРУПП

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Аннотация:

В данной статье авторами были рассмотрены вопросы преподавания иностранного языка в национальных группах вуза, проблемы, с которыми сталкиваются преподаватели в процессе обучения иностранному языку, о роли учебных текстов, оказывающих влияние на уровень и качество лингвокультурной подготовки студентов.

Ключевые слова: коммуникативная компетенция, эмоционально-апеллятивный, лингвосоциальная среда, прагматический уровень.

Социально-политические и экономические условия являются приоритетными при рассмотрении языкового образования как результата, так как именно эти условия определяют, состоится ли вообще обучение иностранному языку. Поскольку усиление взаимосвязей экономики и образования есть долговременная тенденция, можно утверждать, что, с одной стороны, проблемы языкового образования как результата требуют создания соответствующей материально-технической и финансовой базы, а с другой — само знание неродных языков выступает в качестве одного из условий ускорения экономического развития страны. Последнее обусловлено тем, что неродные языки являются инструментом, позволяющим человеку не только свободно ориентироваться в современном обществе, но и качественно выполнять свои профессиональные функции, расширять свой профессиональный и культурный кругозор в процессе приобщения к разнообразным источникам информации, в том числе и к средствам современных информационных технологий. Поэтому языковое образование как результат на общественно-государственном уровне можно рассматривать в качестве экономической категории и важного резерва социально-экономических преобразований в стране.

В последние годы можно наблюдать неравномерность развития с одной стороны социально-политических и экономических факторов, а с другой — социокультурных и методических факторов, оказывающих влияние на уровень и качество лингвокультурной подготовки студентов.

Эти различия, как показывают исследования, сказываются на неравномерности развития образовательных региональных систем в целом и систем языкового образования в частности. Так, в регионах с высоким культурным потенциалом и широкой сетью высших учебных заведений, т.е. в регионах, отличающихся социальной привлекательностью, развиваются углубленные формы языкового образования и, как следствие, языковая подготовка студентов отличается более высоким качеством и уровнем.

Коммуникативная компетенция есть способность человека понимать и порождать иноязычные высказывания в разнообразных социально детерминированных ситуациях с учетом лингвистических и социальных правил, которых придерживаются носители языка. В обобщенном виде коммуникативную компетенцию, как известно, составляют:

- 1) знания о системе изучаемого языка и сформированные на их основе навыки оперирования языковыми (лексико-грамматическими и фонетическими) средствами общения — лингвистический компонент коммуникативной компетенции;
- 2) знания, навыки и умения, позволяющие понимать и порождать иноязычные высказывания в соответствии с конкретной ситуацией общения, речевой задачей и коммуникативным намерением, — прагматический компонент коммуникативной компетенции;
- 3) знания, навыки и умения, позволяющие осуществлять речевое и неречевое общение с носителями изучаемого языка в соответствии с национально-культурными особенностями чужого лингвосоциума, — социолингвистический компонент коммуникативной компетенции.

Языковые знания человека существуют не сами по себе. Они, формируясь через личностное переживание человека и находясь под контролем сложившихся в социуме норм и оценок, функционируют в контексте его многообразного опыта. Поэтому для носителя языка опознать слово —

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значит включить его в контекст предшествующего опыта, т. е. во «внутренний контекст разнообразных знаний и отношений, устоявшихся в соответствующей культуре в качестве оснований для взаимопонимания в ходе общения и взаимодействия» [2, 1996, с. 26]. Внутренний контекст самым естественным образом связан с индивидуальным знанием, с выходом на индивидуальную картину мира.

Высказанные положения имеют большое значение для понимания специфики процессов преподавания/изучения неродных языков и планируемого результата. Образовательный процесс должен быть направлен исключительно на приобщение студентов к новому языковому коду. Результатом этого процесса должна явиться сформированная у обучаемых индивидуальная картина мира с ее универсальными и культурно-специфическими характеристиками. Под последними понимаются характеристики как лингвосоциальной среды, в которой «обитает» студент, так и иноязычной среды, свойственной носителю иной культуры, иного языка. Отсюда планируемые результаты в сфере преподавания и изучения неродных для обучаемых языков должны быть расширены за счет привлечения категорий, связанных не только с языковым опытом студентов, но и с социальным, культурным, эмоциональным. Поскольку язык — это средство передачи мысли и как таковой он выступает главным образом в виде своеобразной «упаковки», знания, используемые при кодировании и декодировании языка, отнюдь не ограничиваются знаниями о языке. В их число входят знания о мире, социальном контексте высказываний, а также умение извлекать хранящуюся в памяти информацию, планировать дискурс и многое другое. Следовательно, широко принятое в последние годы в рамках коммуникативного подхода в обучении неродным языкам понимание коммуникативной компетенции как результата овладения языком должно быть тесно увязано с когнитивным и эмоциональным развитием обучаемого. Это обусловлено тем, что для понимания и порождения любого иноязычного текста необходим куда более широкий контекст [4, 1995, с. 87], нежели только вербальный.

Такое утверждение дает основание расширить объект усвоения иностранного языка и, следовательно, его результат, включив в него наряду с указанными выше параметрами также и знание о мире другого народа в «форме образов сознания», понимаемых как «совокупность перцептивных и концептуальных знаний личности об объекте реального мира для своего ментального существования» [1, 1995, с. 10]. Отсюда можно сделать вывод, значимый для понимания сущности современного языкового образования как результата.

Данный вывод заключается в том, что обучение неродному языку должно быть направлено не только на формирование у студентов способности практически пользоваться изучаемым языком в различных социально-детерминированных ситуациях (т.е. развитие коммуникативной компетенции), но и на приобщение их (студентов) к иному (национальному) образу сознания. Уровень приобщения и, следовательно, уровень социализации и интерпретации «картины мира» инофона может быть разным в зависимости от условий обучения. Отсюда в качестве результата обучения неродным языкам должны явиться сформированные (на определенном уровне) у студента «языковая картина мира», типичная для инофона, умения распознавать мотивы и установки личности, принадлежащей иной общности, где действует иная система ценностей, понимать (постигать) носителя иного языкового «образа мира». Это станет возможным, если обучающийся будет обладать умениями «когнитивного действия», присущими носителю другой национальной культуры [5, 1991, с. 311]. Поэтому положительного результата обучения неродному для студента языку возможно достичь при условии, если в когнитивной системе студента будут построены вторичные когнитивные конструкции-значения, соотносимые со знаниями о мире представителя иной лингвокультурной общности.

В сфере рецептивных видов коммуникативной деятельности высказанная выше идея может быть сведена в первую очередь к обучению студентов умениям понимать иноязычный текст как форму социального бытия их ровесников — представителей иной языковой общности. В этом случае обучаемые, интерпретируя текст и стоящие за ним интенции автора текста, открывают для себя концепты иной культуры и стереотипы коммуникативного поведения ее носителей. Что касается говорения и письма (продуктивных видов речевой деятельности), то планируемым результатом языкового образования может стать владение студентами системой лексико-семантико-грамматических связей изучаемого языка, позволяющих им осуществлять коммуникативную деятельность в наиболее типичных, стандартных ситуациях общения, т. е. на так называемом прагматическом уровне.

Важная роль при обучении студентов иностранному языку отводится подбору текстов. Помимо общих требований, предъявляемых ко всем учебным текстам, таким, как воспитательная ценность, информативность, значимость и достоверность излагаемых фактов, соответствие возрастным особенностям и речевому опыту студентов, к текстам для аудирования принято предъявлять и ряд дополнительных требований, учет которых позволяет наметить их учебную типологию.

Для обучения аудированию студентов национальных групп используются аутентичные, полуаутентичные и составленные (учебные) тексты.

Достоинством аутентичных текстов является то, что они представляют собой образцы реальной коммуникации со всеми свойственными ей характеристиками: перебивы, повторы, исправления, недосказанность, излишняя эмоциональность, образность, менее четкая организация в области синтаксиса и др. При обучении аудированию на начальном этапе в национальных группах эти сложности, как правило, непреодолимы.

Менее сложными являются полуаутентичные образцы, т. е. аутентичные по своей природе тексты, однако обработанные и сокращенные.

В языковых вузах аутентичные образцы художественной литературы, стихи и песни, интервью, отрывки из кинофильмов и др. должны найти широкое применение.

Художественный текст позволяет приобщить студентов к культуре страны изучаемого языка (в нашем случае - русского).

Авторы учебно-методических комплексов (УМК) должны дополнять изучаемую тему тематически близкими текстами с целью сравнения своей культуры с культурой инофона, постепенно формируя представление о сходстве и различии двух культур, об общности гуманистических идеалов.

Созданию культурного контекста учебных текстов способствуют также иллюстративная наглядность, комментарии, вступительные беседы и, наконец, упражнения.

К более легким можно отнести учебные тексты, составленные авторами УМК или преподавателем, поскольку в них учитывается речевой опыт конкретного контингента обучающихся, а также учебные функции опор и ориентиров.

В области грамматики эти трудности связаны как с синтаксисом, так и с морфологией. Воспринимая фразу, студент должен расчленить ее на отдельные элементы, установить связь между ними и оценить их роль в высказывании. Трудности аналитико-синтетической деятельности, лежащей в основе восприятия, увеличиваются пропорционально длине речевого сообщения. Кратковременная память с трудом удерживает слова, реалии, фактический материал, логику и последовательность изложения. Ряд грамматических трудностей связан с наличием аналитических форм, несвойственных русскому языку, а также с грамматической омонимией, особенно в служебных словах.

Что касается лексических сложностей, то известно, что они возникают не только в связи с количественным увеличением словарного материала и его разнообразием (характерным для продвинутых этапов обучения, т.е. на 3 и 4 курсах вуза), но и с такими моментами, как употребление слов в переносном значении, наличие строевых слов, не несущих большой информативной нагрузки, использование аморфных, немотивированных слов, лексики в переносном значении и фразеологических оборотов.

Глубокого проникновения в контекст требуют многозначные слова, паронимы (звучание которых отличается только одним звуком), антонимы и синонимы. При восприятии таких слов на слух необходимо удерживать в памяти весь контекст или ситуацию, иначе слово, усвоенное раньше и лучше, слышится вместо другого.

Слова, близкие по звучанию к словам родного языка, но имеющие разное значение, также воспринимаются с трудом, хотя межъязыковая интерференция на лексическом уровне при восприятии на слух проявляется значительно меньше, чем внутриязыковая.

Для адекватного понимания крайне важно логическое ударение, так как оно несет смысловую нагрузку, подчеркивая и уточняя мысль говорящего.

Большое значение для восприятия на слух имеют логика изложения и композиционно-смысловая структура текста.

Структурные особенности принято делить на внешние (заголовки, рисунки) и внутренние (внутритекстовые) — вводная часть, основной коммуникативный блок, заключительный коммуникативный блок.

Вводная часть выполняет функцию вхождения в текст и служит своеобразным средством ориентации. Она может включать краткие сведения по теме или знакомить студентов с большим контекстом.

Основной коммуникативный блок состоит обычно из нескольких кусков, связанных между собой по смыслу и логико-композиционному построению. Задачей слушающего является понимание смысла, который передается главной мыслью каждого куска, изложенной обычно в самом начале, и средствами межфразовой связи — логическими (местоимения, лексические повторы, синонимические замены, антонимы и др.), лексико-грамматическими (параллельные конструкции, порядок слов, присоединение, вопросительные конструкции и др.).

Заключительный коммуникативный блок может содержать суммирующую часть, пояснение, оценку, указание на возможное продолжение текста или обращение к слушающим. Аудирование может заканчиваться определенным заданием, в котором выделяется вопрос для обсуждения.

При определении трудностей текстов учитывается способ передачи главной мысли — индуктивный или дедуктивный, форма предъявления — аудитивная, аудиовизуальная. Принимаются во внимание, кроме того, отнесенность текста к определенному стилю и жанру, сфера общения.

С учетом вышеизложенного можно выделить три группы текстов, отличающихся той или иной степенью сложности:

1) легкие тексты.

- составленные (учебные) и полуаутентичные тексты разговорно-литературного, научно-популярного и художественного стилей в жанре сообщения или фабульного повествования с простым последовательным изложением;

- основная идея выражена эксплицитно в начале текста;

- сфера общения: неофициальная, в форме несложного монолога или диалога — сообщение/запрос информации;

- языковые и структурные особенности: известная грамматика; 2—3 % незнакомых слов, о значении которых можно догадаться по контексту или словообразованию; структура изложения простая с информативным или номинативным заголовком;

- способ презентации: сообщение преподавателя, озвученные слайды или кинофильм, в котором зрительная информация превалирует над слуховой, аудиозапись с визуальным подкреплением;

2) тексты средней трудности:

- аутентичные и полуаутентичные тексты разговорно-литературного, научно-популярного или художественного стиля в жанре беседы, сообщения, описания с последовательным и простым изложением;

- основная идея выражена в начале или в середине текста;

- сфера общения: официальная и неофициальная; монолог-описание/повествование; диалог-распрос/объяснение; полилог с ограниченным количеством сюжетных линий;

- языковые и структурные сложности: грамматический материал известен; 2—3 % незнакомых слов, не являющихся ключевыми; все типы заголовков;

- способы презентации: беседа и рассказ преподавателя; отрывки из кинофильмов, в которых аудитивная информация превалирует над зрительной; фонозапись или видеоролик по теме;

3) трудные тексты:

- аутентичные тексты публицистического, научно-популярного и художественного стилей в жанре беседы, интервью, репортажа, описания;

- основная идея выражена в конце текста или эксплицитно не выражена;

- сфера общения неофициальная, полилог с разнообразными сюжетными линиями, монолог в диалоге;

- языковые и структурные особенности: имеются незнакомые грамматические явления, 4—5 % незнакомых слов, структура изложения осложненная; заголовки рекламные, эмоционально-апеллятивные (выражение говорящим побуждения слушающего к каким-либо действиям) или отсутствие таковых;

- формы презентации: аудиозапись без зрительного подкрепления, контактное общение с носителями языка.

И в каждом конкретном случае выбор текста преподавателем будет зависеть от контингента обучающихся, от языковой подготовки и от целей предстоящего занятия.

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ИННОВАЦИИ В МЕТОДИКЕ ПРЕПОДАВАНИЯ МЕДИЦИНСКОЙ СТАТИСТИКИ

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Медицинская статистика играет ключевую роль в современном здравоохранении, обеспечивая основу для принятия обоснованных решений на всех уровнях медицинской практики. В данной статье рассматриваются инновационные подходы и методики преподавания медицинской статистики, направленные на повышение уровня понимания и применения статистических методов студентами медицинских вузов. Обсуждаются важность статистики в медицине, новые технологии и методы, которые могут улучшить обучение студентов и повысить их интерес к предмету.

Ключевые слова: инновации, методика, медицинская статистика, медицина, новые технологии.

Введение

С развитием медицинской науки и технологий возрастает необходимость в качественном обучении медицинской статистике. Медицинская статистика играет ключевую роль в современной медицине, обеспечивая основу для принятия обоснованных решений в клинической практике, научных исследованиях и управлении здравоохранением. Она предоставляет инструменты для анализа данных, необходимых для принятия обоснованных клинических решений. Однако традиционные методы преподавания этой дисциплины часто сталкиваются с вызовами, такими как низкая вовлеченность студентов, сложность восприятия абстрактных концепций и недостаток практической направленности. В связи с этим возникает необходимость внедрения инновационных подходов, способствующих более глубокому усвоению материала. В этой статье рассматриваются инновационные подходы, которые могут трансформировать процесс обучения медицинской статистике, делая его более эффективным и увлекательным.

Значение медицинской статистики

Медицинская статистика помогает:

Анализировать результаты клинических исследований.

Оценивать эффективность лечения.

Понимать эпидемиологические данные.

Современное здравоохранение характеризуется экспоненциальным ростом объема данных, что требует от медицинских работников владения навыками статистического анализа. Врачи и исследователи должны уметь критически оценивать результаты статистического анализа для принятия обоснованных решений. Появление новых программных средств и онлайн-платформ открывает возможности для интерактивного и визуального представления статистических данных.

Рассмотрим методике преподавания медицинской статистики

Цифровизация образования открывает новые возможности для преподавания медицинской статистики:

Интерактивные платформы: Применение онлайн-курсов, симуляторов и виртуальных лабораторий позволяет студентам изучать сложные концепции в интерактивной форме.

Визуализация данных: Использование графиков, диаграмм и анимаций помогает лучше понять статистические закономерности.

Мобильные приложения: Разработка приложений для решения задач и анализа данных делает обучение доступным в любое время.

Практико-ориентированный подход:

Интеграция реальных медицинских данных в учебный процесс повышает его актуальность:

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Кейс-стади: Анализ реальных медицинских исследований помогает студентам понять, как статистика применяется на практике.

Проектная работа: Студенты могут участвовать в мини-исследованиях, собирая и анализируя данные по актуальным медицинским проблемам.

Сотрудничество с клиниками: Партнерство с медицинскими учреждениями позволяет использовать реальные данные для обучения.

Геймификация и активные методы обучения

Использование игровых элементов и активных методов повышает мотивацию студентов:

Статистические игры: Разработка игр, где студенты решают задачи, связанные с анализом данных.

Групповые дискуссии: Обсуждение статистических методов и их применения в медицине.

Квесты и соревнования: Организация конкурсов для решения сложных задач.

Персонализация обучения:

Адаптация учебного процесса под индивидуальные потребности студентов:

Онлайн-тестирование: Определение уровня знаний и подбор материалов в соответствии с потребностями.

Индивидуальные задания: Разработка задач, учитывающих интересы и уровень подготовки студентов.

Обратная связь: Регулярное обсуждение прогресса и корректировка учебного плана.

Междисциплинарный подход

Интеграция медицинской статистики с другими дисциплинами:

Связь с клинической практикой: Объяснение того, как статистика используется в диагностике и лечении.

Изучение биоинформатики: Введение в методы анализа больших данных в медицине.

Этика и статистика: Обсуждение этических аспектов использования статистических данных.

Примеры успешных практик

В ряде медицинских вузов уже внедрены инновационные методики преподавания медицинской статистики. Например, в одном из университетов студенты используют онлайн-платформу для выполнения заданий и тестов, что позволяет им получать мгновенную обратную связь. В другом университете активно применяются кейс-методы, что значительно повысило уровень вовлеченности студентов и улучшило их способность применять статистические методы в клинической практике.

Заключение

Инновации в методике преподавания медицинской статистики имеют потенциал для значительного улучшения качества образования в области медицины. Внедрение интерактивных технологий, кейс-методов, групповой работы и симуляционных технологий способствует более глубокому пониманию и применению статистических методов. Необходимо продолжать исследовать и развивать эти подходы для подготовки квалифицированных специалистов, способных эффективно использовать статистику в своей практике. Использование современных технологий и интерактивных методов обучения позволяет сделать обучение более интересным, эффективным и соответствующим требованиям современного здравоохранения.

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КОГНИТИВНЫЙ АСПЕКТ В ПРОЦЕССЕ ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ В НАЦИОНАЛЬНЫХ ГРУППАХ ВУЗА

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Аннотация:

В ходе освещения данной темы были сделаны выводы о когнитивном аспекте в процессе обучения иностранному языку, рассмотрены актуальные вопросы о психологической и лингвистической стороне изучения иностранного языка, о приобретаемом социокультурном опыте студентами национальных групп вуза.

Ключевые слова: когнитивистика, внутриличностные навыки, социокультурный опыт, когнитивная лингвистика.

Когнитивный процесс – это психические процессы, связанные с восприятием и переработкой информации. К ним относятся, например, восприятие, внимание, память, мышление, решение проблем, воображение.

Когнитивные процессы в психологии – это различные функции, позволяющие человеку познавать мир, знакомиться с самим собой, а также взаимодействовать с окружающей реальностью.

Нетрудно догадаться, что когнитивистика – это предмет самого пристального и всестороннего внимания ученых из разных сфер и отраслей.

Изысканиями в рамках соответствующего профиля занимаются специалисты, имеющие квалификации и степени в областях:

- неврологии;
- философии;
- социологии;
- антропологии;
- лингвистики;
- психотерапии.

Современная личность постоянно пребывает под огромным информационным давлением – ей приходится справляться с десятками задач, часто протекающих параллельно. Однако определенные дела не затрачивают ментальных ресурсов (например, банальная ходьба или пережевывание пищи). Некоторые действия, наоборот, становятся объектами концентрации и фиксации (произносимые слова, язык тела, рассказ о важном для карьеры проекте и т.д.). Все представленные ситуации тем или иным образом затрагивают аспект классического внимания.

Определение когнитивного процесса в психологии – это вопрос, который всегда рано или поздно подходит к операции по изучению ума. Нетрудно догадаться, что умным человеком называют того, кто способен успешно справляться со всевозможными задачами разнопланового формата. Внутриличностные, лингвистические, логические математические и музыкальные интеллектуальные навыки являются отличными примерами высших механик когнитивизма.

Когнитивная лингвистика, когнитивная психология, представляют процесс овладения языком как когнитивный процесс, в ходе которого студент образует свою собственную, самостоятельную языковую систему, имеющую основные черты родного языка и изучаемого (овладеваемого) второго языка – «смешанный код», а также свои специфические особенности.

Управляемый процесс овладения языком, отличающий учебный предмет «иностраннй язык», связан с такими понятиями, как преподавание языка и изучение языка, т. е. с обучением языку. Обучение, как отмечалось выше, есть основной путь получения языкового образования, и выступает в широком смысле как специально организуемая деятельность по приобщению студентов к иностранным языкам. Опираясь на данное утверждение, а также учитывая то, что сущностью обучения является, прежде всего, взаимодействие преподавателя и студента, можно трактовать это понятие как специальным образом

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(институционально) организованный, планомерный и систематический процесс, в ходе которого в результате взаимодействия обучаемого и преподавателя осуществляется усвоение и воспроизведение определенного опыта в соответствии с заданной целью. Речь идет о речевом иноязычном, когнитивном и социокультурном опыте, которым в той или иной степени владеет преподаватель и полностью или частично не владеет студент.

В процессе обучения языку преподаватель создает ситуации, в которых у студентов формируется умение свободно и без боязни пользоваться своим речевым опытом, использует личностно ориентированную технологию обучения, что стимулирует студента к свободному и креативному проявлению своей речевой активности.

В отличие от сторонников контрастивной гипотезы представители гипотетической модели «промежуточного языка» считают, что ошибки в речи студентов являются следствием как интерференции и недостаточной степени усвоения языкового и речевого материала, так и несовершенства средств обучения и обучающих действий. В соответствии с этим меняется и отношение к ошибкам обучающихся. Отсутствие ошибок рассматривается как результат того, что языковой и речевой материал может быть выученным, но это не всегда означает (особенно на начальном этапе обучения), что ученик владеет языком как средством реального общения. Более того, как показал С.Т. Золян, ошибки часто свидетельствуют о том, что ученик пытается проявить творчество в осуществлении своей речевой деятельности. Ошибки свидетельствуют в данном случае не только об индивидуальной нехватке языковых средств, но и часто о креативности и попытках применить язык, а также об осознанно усвоенных, но не используемых правилах. Однако тот факт, что ошибки являются неизменными составляющими промежуточной компетенции, далеко не всегда оправдывает пренебрежение со стороны студентов и преподавателя к аспектам тренировки в процессе овладения языком.

Терпимое отношение к ошибкам, которые часто свидетельствуют о том, что студент проявляет творчество в осуществлении своей речевой деятельности, требует от преподавателя пересмотреть и технологию исправления ошибок.

Студенты должны понимать, что основным критерием владения иностранным языком (в нашем случае - русским) является не языковая корректность, а умение взаимодействовать с партнером по общению, при этом уровень развития этого умения может быть различным.

Таким образом, деятельностная сторона процесса обучения иностранному языку представлена категорией взаимодействия участников данного процесса. Поскольку любой опыт приобретается только в процессе выполнения определенной деятельности, обучение иностранному языку должно быть организовано таким образом, чтобы обучаемые могли приобрести реальный опыт, который позволит им быть равноправными участниками межкультурного взаимодействия с носителями изучаемого языка.

Это положение настоятельно диктует необходимость при рассмотрении сущности понятия «обучение» смещать акценты с преподавательской деятельности на деятельность студента по усвоению языка. Результат такого обучения полностью зависит от субъективного восприятия последнего и затрагивает интеллектуальную и эмоциональную сферы его личности. Преподаватель, в свою очередь, создает в учебном процессе по рассматриваемому учебному предмету благоприятную социальную среду, включающую студента в качестве активного партнера в общение, осуществляемое на изучаемом языке, и развивающую его способность самостоятельно осуществлять как свою учебную деятельность, так и общение на межкультурном уровне, и поэтому в рамках учебной дисциплины «иностранный язык» необходимо формировать у обучаемого способность к самостоятельному усвоению изучаемого языка и к автономному и адекватному участию в общении на нем.

Основные различия между управляемым и неуправляемым вариантами изучения студентами иностранного языка (в нашем случае - русского) в естественной и искусственной языковой среде сводятся, прежде всего, к разным функциям, выполняемым этим языком в обществе и в образовании, а также к разной степени мотивированности в использовании языка как средства общения в повседневной коммуникации.

В современных условиях особенно важен поиск механизма превращения многообразия языков и культур из фактора, препятствующего диалогу между представителями разных лингвосоциумов, в средство взаимного понимания и обогащения, в инструмент творческого развития социально активной и самостоятельной личности. К такому «механизму», как мы уже подчеркивали, можно с полным правом отнести языковое образование, базирующееся на межкультурной парадигме и провозглашающее в качестве своего ведущего принципа — принцип многоязычия и поликультурности, обеспечивающий социальную и академическую мобильность молодежи.

Помимо сказанного выше, необходимо отметить также следующее. В последние годы стало очевидным, что коммуникация представляет собой не передачу от адресата к адресату определенных

битов неизменной информации. Общение протекает тем успешнее, чем шире зона пересечения этих пространств. Коммуникантам важно владеть ядром знаний и представлений, которое является достоянием всех членов лингвоэтнокультурного сообщества. Именно этим и объясняется тот факт, что межкультурная коммуникация становится в настоящее время предметом интересов и философов, и лингвистов, и психологов, и лингводидактов, и методистов.

Анализ существующих «глобальных гипотез» («контрастивной гипотезы», «гипотезы идентичности» и «межъязыковой гипотезы») показывает, что основные различия между ними сводятся к трем моментам. Первые два связаны с проблемой взаимоотношения родного и иностранного языков, а также врожденных способностей человека к языку и приобретаемого/приобретенного языкового и речевого опыта в изучаемом языке, а третий момент — с определением психолингвистических механизмов, которые обеспечивают функционирование процесса овладения языком.

Анализ гипотез овладения неродным языком показывает, что наиболее оптимальной с точки зрения межкультурной направленности языкового образования является межъязыковая гипотеза. Она представляет процесс овладения иностранным языком как когнитивный процесс. Одним из важных постулатов этой гипотезы является положение о том, что в ходе обучения иностранным языкам студент образует свою собственную, самостоятельную языковую систему, имеющую основные черты родного языка и изучаемого неродного языка («смешанный код»), а также свои собственные специфические особенности, не зависящие от первых двух языков.

Промежуточный язык (межъязыковая компетенция), являясь своеобразным вектором между родным языком и иностранным, развивается динамично на основе общего языкового и речевого опыта обучаемого и в ходе овладения им различными техниками и стратегиями обучения и общения. Студент, опираясь на свой родной лингвокультурный опыт, последовательно, шаг за шагом, продвигается к тому, чтобы овладеть системой неродного языка и чужой культурой.

Процесс овладения языком в контексте межъязыковой гипотезы не есть процесс механической выработки привычки, который оценивается как «input — output» поведение. Данный процесс имеет активный, творческий и когнитивный характер. Результативность этого процесса зависит как от способности человека к овладению языком, так и от специфики условий, в которых он приобщается к языку.

В качестве критерия усвоения языка выступает не языковая корректность, а результативность выполнения той или иной коммуникативной задачи. От качества решения этой задачи зависит процесс взаимопонимания общающихся людей. Студент должен быть способен осуществлять устное и письменное общение, осознавая при этом, что уровень владения иностранным языком может быть различным.

Исходя из сказанного выше, процесс овладения студентами иностранным языком в учебных условиях должен:

- быть ориентирован на личность обучаемого, его реальные потребности и мотивы, социокультурные, индивидуальные программы развития;
- осознаваться им как индивидуальный процесс, зависящий в первую очередь от него самого, от его усилий по изучению языка;
- обеспечиваться умениями преподавателя выявлять мотивацию к обучению у каждого студента и направлять ее на успешное овладение языком;
- иметь деятельностный, когнитивный, творческий характер;
- ориентироваться не на логику и системность предмета усвоения, а на логику развития личности обучаемого, его субъективного внутреннего состояния, его креативных и когнитивных способностей в сфере использования языка;
- стимулировать студентов к проявлению собственной активности, радости и удовольствия от общения друг с другом, от всего того, чем необходимо заниматься на занятиях;
- учитывать, прежде всего, индивидуальные предпосылки обучения и условий обучения, нежели различия между системами родного и иностранного языков;
- формировать у молодежи понимание того, что владеть языком — значит уметь пользоваться им как средством социальной коммуникации в реальных ситуациях межкультурного общения и что допускаемые при этом ошибки не являются препятствием для общения;
- стимулировать студентов к использованию индивидуальных стратегий и техник усвоения языка и приобщать к различным стратегиям опосредованного и непосредственного общения;
- развивать исходную концептуальную систему обучаемого и формировать (в определенных пределах, устанавливаемых для конкретных условий обучения иностранным языкам) у него языковую картину мира, аналогичную той, которой обладает носитель изучаемого языка — его сверстник за

рубежом, а также понимание релевантных социально значимых, «культурологически» специфических характеристик представителя иного лингвосоциума.

Постоянное самообразование и работа над собой – вот путь, который способен привести к настоящей гармонии и личностному счастью. Подобного мировоззрения придерживаются все люди, разбирающиеся в традиционной современной когнитивистике.

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DEVELOPING ANALYTICAL AND COMMUNICATION SKILLS IN EFL STUDENTS THROUGH CRITICAL THINKING

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Abstract:

This article explores the role of critical thinking in enhancing analytical and communication skills in English as a Foreign Language (EFL) students. It discusses effective strategies for integrating critical thinking into language learning, examines challenges in implementation, and provides practical solutions. By fostering critical thinking, educators can help students develop independent reasoning, articulate arguments more effectively, and engage in meaningful discussions. In today's globalized world, English proficiency alone is insufficient for success; students must also develop analytical and communication skills to process information critically and express ideas effectively. This article examines how EFL instructors can use critical thinking to enhance students' language abilities and cognitive development.

Key words: critical thinking, EFL teaching, analytical skills, communication, language learning, higher-order thinking.

Introduction

In the 21st century, the ability to think critically has become essential for success in both academic and professional settings. As English continues to be the global language of communication, the role of English as a Foreign Language (EFL) instruction extends beyond grammar and vocabulary acquisition. EFL learners must also develop analytical and communication skills to engage in meaningful discussions, interpret complex texts, and express their ideas clearly and persuasively. Critical thinking plays a vital role in language learning, as it enables students to interpret texts, evaluate arguments, and engage in thoughtful discussions [10]. When applied to EFL learning, it enhances students' ability to comprehend, interpret, and produce language effectively.

Traditional language instruction often emphasizes rote memorization and repetition, which may limit students' ability to engage with language in a meaningful way. However, research suggests that integrating critical thinking into EFL instruction can lead to significant improvements in reading comprehension, speaking fluency, and writing proficiency [5]. By fostering an environment that encourages questioning, problem-solving, and independent thinking, teachers can help students develop the cognitive flexibility necessary for effective communication.

Critical thinking has been widely studied in educational contexts, particularly in relation to second language acquisition. Facione [4] defines critical thinking as "purposeful, self-regulatory judgment that results in interpretation, analysis, evaluation, and inference." In language learning, critical thinking helps students go beyond memorization and engage in deeper understanding [5].

The integration of critical thinking into EFL instruction has gained increasing attention in language education research. Scholars argue that language learning is not merely about acquiring linguistic structures but also about developing the ability to analyze, evaluate, and produce complex ideas in a foreign language [1],[5]. This section reviews key theories and studies on the role of critical thinking in EFL learning, its impact on students' analytical and communication skills, and the challenges of implementing it in the classroom.

Bloom's Taxonomy (1956), a widely used framework for cognitive development, categorizes learning objectives into six levels: knowledge, comprehension, application, analysis, synthesis, and evaluation. Traditional EFL teaching often focuses on the lower levels—knowledge and comprehension—whereas critical thinking encourages higher-order cognitive skills such as analysis and evaluation. This shift from surface-level learning to deep processing of language enhances students' ability to engage critically with texts and discussions.

Research by Lipman [8] suggests that critical thinking promotes active learning, where students question assumptions and construct their own interpretations. Moreover, a study by Atkinson [1] highlights the challenges of teaching critical thinking in non-Western educational systems, where rote learning is often emphasized. However, recent studies [11] have demonstrated that integrating critical thinking into EFL

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instruction can lead to improved reading comprehension, argumentation skills, and overall language proficiency.

Methods

This study employs a qualitative approach to examine how critical thinking can be incorporated into EFL classrooms. The research includes:

1. Classroom Observations: Analysis of EFL lessons incorporating critical thinking activities.
2. Interviews with Teachers and Students: Collecting perspectives on the benefits and challenges of teaching critical thinking.
3. Content Analysis of Student Writing Samples: Evaluating the impact of critical thinking instruction on written communication.

4. Strategies for Enhancing Analytical and Communication Skills Through Critical Thinking

4.1 Inquiry-Based Learning

Encouraging students to ask open-ended questions fosters deeper engagement with language [2]. Instead of providing direct answers, teachers can guide students to explore multiple perspectives.

4.2 Text Analysis and Interpretation

Analyzing different types of texts—news articles, opinion pieces, and literature—helps students develop analytical skills. Students can compare viewpoints, identify biases, and construct their own interpretations [9].

4.3 Classroom Debates and Discussions

Engaging students in debates enhances their ability to structure arguments logically and use persuasive language effectively [12]. For instance, debating ethical issues or cultural topics encourages critical reasoning and improves spoken fluency.

4.4 Reflective and Argumentative Writing

Teaching students to write critical essays, opinion pieces, and reflective journals strengthens their analytical thinking. Encouraging students to provide evidence for their claims fosters logical reasoning [7].

Discussion

The findings from classroom observations and interviews indicate that students who engage in critical thinking activities demonstrate higher levels of engagement and improved communication skills. Teachers report that students become more confident in expressing their opinions and questioning assumptions.

However, several challenges arise in implementing critical thinking in EFL classrooms. Some students struggle with independent thinking due to traditional education models that emphasize rote memorization. To address this, teachers can scaffold activities by gradually introducing critical thinking exercises and providing structured frameworks for analysis [13].

Additionally, cultural factors may influence students' willingness to engage in debates or express dissenting opinions. In collectivist cultures, students may be hesitant to challenge authority [6]. Teachers can create a supportive environment where students feel comfortable sharing diverse perspectives.

Conclusion

Integrating critical thinking into EFL instruction significantly enhances students' analytical and communication skills. By encouraging inquiry-based learning, text analysis, debates, and reflective writing, educators can help students develop higher-order thinking skills necessary for academic and professional success.

Future research should explore how digital tools can further support critical thinking in language learning. Additionally, teacher training programs should emphasize strategies for fostering critical thinking in diverse cultural contexts.

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PRINCIPLES AND EXTERNAL INFLUENCES ON THE FUNCTIONAL TEACHING OF ARABIC IN UZBEKISTAN

Hashem Esmael Hammam Ali ¹**Abstract:**

The functional method in teaching Arabic was based on a set of principles drawn from several theories developed by different schools of thought, including structuralism, formalism, and behaviorism. These principles include: the principle of necessity, the principle of interest, the principle of activity, the law of effect and its role in teaching Arabic, and the law of repetition.

Key words: principles, influences, teaching, Arabic language, functionalism.

يقصد بتدريس وتعليمية اللغة العربية بمؤسسات التعليم العالي في أوزبكستان، أن يهدف تدريسها وتعليمها إلى تحقيق القدرات اللغوية عند المتعلم الأوزبكي ليتمكن من ممارستها في وظائفها الطبيعية العملية ممارسة صحيحة بتوجيه نشاطات المعلم والمتعلم نحو تحقيق المهارات اللغوية الأربع التي تجعلهم قادرين على فهمها إن سمعوها أو قرؤوها، ونقل فكرهم إلى الآخرين شفويا أو كتابة بوساطتها.

ويقول نصيرات : (إن المدرسة الوظيفية تهتم اهتماما كبيرا بوظيفة اللغة أكبر من إهتمامها بالشكل أو البنية ، كما أن هذه المدرسة تؤكد أن تعليم اللغة العربية لا يمكن أن يتم بمعزل عن الظروف المحيطة بها ، أي السياقات التاريخية والثقافية)

ويقول المتوكل : (إن من أساسيات دراسة اللغات لسانيا ووظيفية ، دراسة اللغة الطبيعية في علاقتها بالوظيفية التواصلية بين المتخاطبين ، وهو ما تطلق عليه اللسانيات الوظيفية القدرة التواصلية ، أي قدرة التواصل بين مستخدميها).

إن مستعمل اللغة الطبيعية وهو ينتج ويستخدم الوحدات الكلامية ، يهدف إلى تحقيق التواصل بينه وبين المتخاطبين ، وفي تدريس اللغات يمكننا استثمار بعض فكر اللسانيات الوظيفية في إقامة علاقات تواصلية بين الدارسين والمتعلمين للغة العربية في أوزبكستان ؛ انطلاقا من أن اللغة نسق له علاقته بنسقه الإستعمالي التداولي وفقا للمنظور اللساني الوظيفي ، أي بوظيفته من خلال التركيز على التعلم الذي يستجيب لحاجات المتعلمين ، ويمكن أن أن يستثمرها المتعلمون في واقعهم الحياتي وبذلك نجد معنى لهذه التعلمات الذي

سيساعد المتعلم على توظيف واستخدام مكتسباته اللغوية في واقعه الحياتي والممارسة العملية وتنمية القدرة التواصلية التي يريد بها ؛ وبذلك يشعر بأن ما تعلمه من دروس وأن ما تلقاه من معلومات يمكن استثماره في المحيط الذي يعيش فيه كما ذهب صديقي .

يقول الدليمي : (إن ذلك يوصلنا إلى التعليم الصحيح والمستمر لأي لغة ، وهو تمكن المتعلم من فهم واستعمال اللغة الإستعمال الصحيح في ظروف مهارتها الأربع من قراءة ، أو كتابة ، أو تكلم ، أو استماع ، و أي نشاط لغوي لايتعلق بمهارات اللغة الأساسية ، أو غايات تعلمها هو نشاط زائد قد يصرف المتعلمين عن اللغة ، أو يسبب لهم كرها ونفورا منها) .

أتفق مع ماذهب إليه الدليمي ، حيث نجد بعض المعلمين يصرفون الطلاب والدارسين إلى فروع أخرى من اللغة بعيدا عن المهارات الأساسية الأربع ، وهذا يؤدي إلى عزوف الكثير من الطلاب عن تعليم اللغة لأستشاعرهم بثقل ما يتعلمونه ويدرسونه ، كما يجب أن نراعي أن أي نشاط زائد سيؤدي إلى نتائج عكسية على المتعلمين .

يقول مذكور : (بما أن الإتجاهات الحديثة في تعليم اللغة تهتم بالمعنى والفكر ، فتعلم اللغة يتضمن التفكير بها و إن الممارسة الواعية للغة هي تلك التي تهتم بالمعنى والفكر ، فتعلم اللغة يتضمن التفكير بها ، والممارسة الواعية للغة هي التي تتم في إطار من المعنى وليس في مجرد التدريب الآلي عليها) .

من قول الدكتور مذكور نستنتج أن تعليم اللغة وخاصة اللغة العربية لايفصل تماما عن الإلمام بثقافتها والتفكير بها، لذلك على معلم اللغة العربية أن يلم إماما كافيا بثقافة اللغة حتى يسهل عليه التواصل بها مع الآخرين ، وهنا نقصد أهل اللغة الأصليين ، وعندما يفكر باللغة التي تعلمها يسهل عليه التواصل مع أهلها .

لا بد لمتعلم اللغة من الإهتمام بالممارسة والتطبيق اللغويين ؛ حيث أن إتقان أي مهارة لا يمكن أن يتم إلا بالممارسة والتدريب ، ويكون ذلك داخل غرفة التعليم ، ثم الإنتقال إلى خارجها عندما يتم ربط دروس اللغة بالحياة ، وبموضوعات تلائم النمو العقلي والفكري والثقافي للمتعلم .

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على كل معلم أن يراعي أنشطة الطلاب داخل غرفة التعلم ، وأن يراقب كل متعلم ويستنتج مدى تأثير الممارسة والتطبيق ، ثم أثر ذلك عليهم عندما يخرجون وربط دروسهم بالحياة .

المبادئ التي اعتمدت عليها الوظيفية تحت مفهوم تدريس اللغة العربية :

استندت الطريقة الوظيفية عند تدريس اللغة العربية على مجموعة من المبادئ المستخلصة من عدة نظريات وضعتها مدارس مختلفة منها البنوية والشكلية والسلوكية ومن هذه المبادئ :

1 - مبدأ الحاجة :

إن الحاجة من الأساسيات التي تقوم وتعتمد عليها الوظيفية ؛ فالحاجة هي التي تحرك وتدفع سلوكنا وأفعالنا نحو أهداف تشبعها ، فالحاجات تتعدد وتختلف باختلاف أهدافنا ، فهناك الحاجة إلى المعرفة والحاجة إلى العمل والحاجة إلى البحث والحاجة إلى النجاح يقول العيسى : (لا يمكن لأي حاجة أن تظهر إلا إذا أثارت اهتمام المتعلم بها ، ولا شيء يمكن أن يكسب اهتمام إلا إذا نشطت حاجته ، لذلك نجد أن هناك علاقة قائمة بين الحاجة والاهتمام تهدف إلى تحقيق التكيف والتوترن لدى متعلم اللغة العربية بعد إشباع الحاجة والشعور بالرضا للإهتمام) .

من خلال قول العيسى نستنتج أن حاجات المتعلمين واهتمامهم مصدر مهم من مصادر وضع مفاهيم واستراتيجيات الأهداف التعليمية لمفهوم تدريس اللغة العربية ، ولقد أكدت الدراسات الوظيفية المختلفة ذلك .

فكلما تحققت حاجات المتعلمين زاد حماسهم وإصرارهم على تحقيقها ، وقد ارتبط مستوى تحصيل المتعلم بمدى استعداده وقابليته للتعلم ، وبما يثيره الموقف التعليمي من دوافع وحاجات وميول يشعر بحاجته إلى اشباعها . مبدأ الحاجة من المبادئ المهمة التي ترسخ وتعمق مفهوم تدريس اللغة العربية في أوزبكستان ، فعندما تخلق الحاجة يزداد ويقوى الدافع وكلما قوى الدافع والحاجة تحقق الهدف .

2 - مبدأ الإهتمام :

عرفت الطريقة الوظيفية مصطلح (إهتمام) على كل ما يؤدي إلى إثارة ردود أفعال المتعلمين تجاه موضوع يثيرهم في لحظة معينة ، ويدعوهم إلى النشاط والعمل ، والتساؤل والاستفسار ، ثم التوجه والعمل على تحصيل المعلومات ، فيختارون ما يهتمهم ويفيدهم ، ويلبي الحاجة المعرفية التي خلقت لديهم ، فأوجد علاقة إهتمام بينهم وبين الموضوع ، وهذه العلاقة تتميز بالتجدد حسب حاجة المتعلم . إن الإهتمام له دور مهم في خلق علاقة توافق وتكيف بين المتعلم ووسطه مهما كان نوعه على أن يجد في هذا السياق الغني الي يمكنه من اشباع حاجته والعودة إلى التوازن والتكيف . يؤكد ماندير أن ما يثير السلوك هي الحاجة في علاقتها بالإهتمام مع ما يمكن أن يؤدي إلى اشباعها ، وإن الإهتمام بمفرده لن يعطي النتائج المطلوبة إلا إذا ارتبط بإحدى الحاجات ضمن مشكلة ما .

يجب على المعلم أن يبحث ويصل إلى إهتمامات الطلاب ويستفيد منها في إثارة حاجاتهم المعرفية حتى نستطيع الوصول إلى تعليم يديم ويتمكن المتعلم من توظيفه عندما يريد للوصول إلى تعلم جيد ومفيد للدارسين ، فكلما زاد الإهتمام زادت الإثارة في المحاولة للحصول على تعليم أفضل .

توصل الوظيفيون إلى معرفة الدور الهام للاهتمام في جعل التعلم أكثر حماسة ، وأبقى أثرا ، وأشاروا بأن الإهتمام المفروض من الخارج سيؤدي إلى ضعف التعلم ونفور الطلاب وفقدانهم ماتعلموه واكتسبوه بسرعة ، وإن الإهتمام الحقيقي النابع من إرادة المتعلم وحاجته الحقيقية للمعرفة سيجعل التعلم والتعليم أقوى أثرا .

3 - مبدأ النشاط :

يعد مبدأ النشاط هو المبدأ المتمم لمبدأ الحاجة ، لقد أخذ الوظيفيون هذا المبدأ عن السلوكيين وطوروه حتى يكون نشاطا أليا أو انعكاسا يلغي الحاجة إلى التفكير الذي يبحث عنه الوظيفيون في أي نشاط يثيرونه ، والنشاط وسيلة من الوسائل المهمة لإشباع الحاجة ، فالحاجات بواعث أساسية للنشاط وخاصة عندما تجد الحاجة القدرة على تلبيتها .

عندما نصف النشاط الصادر عن المتعلم بالذاتي ، فهنا نجد أن كلمة النشاط لها معنى وظيفي ، فهو يدل على إنجاز عمل ، أو تعبير ، أو إنتاج ، ويعبر عن رغبة المتعلم واهتمامه بإشباع الحاجة التي كانت المحرك لنشاطه .

لا يمكن أن نتوقع من أي نشاط مفروض بالإجبار من الخارج أن يعطي نتائج قابلة للرسوخ في الأذهان لفترة طويلة يجب على المتعلم أن يحدد أهدافه ويضعها في نظام ، وأهم خطوة في تنظيم نشاط المتعلم هو تركيزه حول مشكلة حقيقية تحركه ، وتطرح عليه أسئلة تحفز نشاطه وتوجهه نحو الهدف الذي يلبي حاجته .

4 - قانون الأثر ، ودوره في عملية التعلم والتعليم :

أشار " ثورندايك " إلى أن هناك قانونا ينظم التعلم والتعليم ويؤدي إلى نتائج أفضل عند المتعلم ، هو أي سلوك أو عمل أو فعل يؤدي إلى إشباع الحاجة والشعور بالراحة نتيجة لذلك ، فإن الإنسان سيقوم بتكرار هذا السلوك الذي أدى إلى أثر ونتيجة طيبة ، أما إذا جاء أثر السلوك بنتيجة عكسية وأدى إلى إنزعاج نتيجة الفشل ، أو التعرض لعقوبة ما ، فسوف يقل الميل إلى تكرار حدوث هذا الوضع ، فهذا القانون يشير إلى تقوية رابط ما أو إضعافه نتيجة أثره .

ثم أعطى " ثورندايك " للمكافأة دورا أقوى في تشجيع المتعلم ودفعه إلى تطوير وتعديل سلوكه في الوقت الذي تؤدي فيه العقوبة إلى نتائج سلبية تعيق استجابته ، وتؤدي إلى اضطرابه وتدفعه إلى سلوك آخر غير المطلوب .

لقد وجد الموظفون أن هذا القانون يفسر جوانب مهمة في عملية التعلم ، لأنه يساعد المتعلم على تكوين مخزون سلوكي يترك له إمكانية إعادة بناء سلوكه اللاحق ، وإعادة ترتيب هذا السلوك ضمن منظومة بنيته المعرفية ، وتعديلها بما يتناسب مع التعديل الأخير ، ليحدث تعلم يظهر على شكل تعديل السلوك اللاحق بفضل قانون الأثر .

5 - قانون التكرار (التدريب) ، ودوره في عملية التعلم والتعليم :

كثير من المفكرين أدركوا أهمية التدريب في تمكين التعلم وإتقانه ، وتحويل مهارات المتعلمين إلى عادة أو آلية يستطيع الدارس نقلها وتوظيفها في اكتساب خبرات جديدة .

يشير هذا القانون إلى تقوية الروابط أو إضعافها بالتدريب ويسمى في حالة التقوية بقانون الإستعمال ويعني : أن السلوك الناتج عن استجابة المتعلم لمثير ما أشبع حاجته ، وساعده على التكيف ، سيتكرر إذا تكرر الوضع السابق وبتكراره سيترسخ السلوك في ذهنه ، وينتقل إلى موضع آخر إذا واجه عناصر مماثلة .

أما إذا لم يشبع السلوك حاجة المتعلم ، فإنه سيتجنب تكراره إذا تكرر الوضع نفسه ، وبذلك سيضعف ويختفي وهنا يسمى بقانون الترك .

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СОВРЕМЕННЫЕ РАЗРАБОТКИ В СИСТЕМАХ ЯЗЫКОВОЙ КОММУНИКАЦИИ И БУДУЩЕЕ ЯЗЫКОВ

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Аннотация:

В современную эпоху технологический прогресс и глобализация привели к кардинальным изменениям в языковых коммуникациях, способствуя ускоренному появлению языковых инноваций. Социальные сети и цифровые технологии внесли в язык новые элементы, такие как аббревиатуры (LOL, OMG), эмодзи и хэштеги, что привело к изменению способов выражения и организации информации. В условиях глобализации распространился упрощённый вариант английского языка — "Globish", облегчающий международное общение, а цифровые приложения помогли в документировании исчезающих языков. Развитие искусственного интеллекта улучшило взаимодействие между человеком и машиной благодаря системам мгновенного перевода и обработки естественного языка, что открыло новые возможности для коммуникации. Однако эти изменения ставят перед человечеством задачу сохранения культурного и языкового разнообразия при внедрении языковых новшеств. Будущее остаётся открытым для дальнейших разработок, включая усовершенствованный автоматический перевод и новые формы выражения в цифровой среде, при этом важно сохранять человеческое измерение языковой коммуникации.

Ключевые слова: Языковые инновации – цифровая коммуникация – искусственный интеллект – машинный перевод – языковое разнообразие – гибридные языки.

الملخص : شهد العصر الحديث تغيرات جوهرية في أنماط التواصل اللغوي بفعل التطور التكنولوجي والعولمة، مما يؤدي إلى ابتكارات لغوية متسارعة. فقد أسهمت وسائل التواصل الاجتماعي والتقنيات الرقمية في إدخال عناصر جديدة إلى اللغة، مثل الاختصارات (LOL, OMG)، والرموز التعبيرية، والهاشتاغ، مما أعاد تشكيل طرق التعبير وتنظيم المعلومات. في سياق العولمة، انتشرت الإنجليزية بصيغتها المبسطة "Globish" لتيسير التواصل العالمي، بينما ساعدت التطبيقات الرقمية في توثيق اللغات المهددة بالاندثار. كما أدت تطورات الذكاء الاصطناعي إلى تحسين التفاعل بين الإنسان والآلة، عبر أنظمة الترجمة الفورية ومعالجة اللغات الطبيعية، مما أتاح فرصاً جديدة للتواصل. ومع هذه التحولات، يواجه العالم تحدياً يتمثل في تحقيق التوازن بين الابتكار اللغوي والمحافظة على التنوع الثقافي واللغوي. يظل المستقبل مفتوحاً أمام مزيد من التطورات، بما في ذلك الترجمة الفورية المتقدمة وأشكال التعبير في البيئات الرقمية، مع ضرورة الحفاظ على البعد الإنساني في التواصل اللغوي.

الكلمات المفتاحية:

الابتكارات اللغوية - التواصل الرقمي - الذكاء الاصطناعي - الترجمة الآلية - التنوع اللغوي - اللغات الهجينة

مقدمة

في لحظة ما، قبل آلاف السنين، نطق إنسان بأول كلمة مفهومة، فكانت تلك اللحظة بداية لرحلة طويلة من التطور اللغوي. واليوم، في القرن الحادي والعشرين، نفق على أعتاب ثورة لغوية جديدة، ثورة تتجاوز حدود الكلمات المنطوقة والمكتوبة لتدخل عالماً رقمياً لا حدود له. تخيل للحظة عالماً تتحدث فيه مع جهازك الذكي كما تتحدث مع صديق، عالماً تُترجم فيه أفكارك إلى لغات متعددة في لحظات، عالماً تتواصل فيه عبر القارات بإيموجي واحد يحمل معاني ألف كلمة. هذا العالم ليس خيالاً علمياً، بل هو واقعنا اليوم، واقع تشكله الابتكارات اللغوية بسرعة مذهلة.

في هذا المقال، سنبحر في محيط الابتكارات اللغوية الذي يموج بالتغيير والإبداع. سنستكشف كيف غيرت التكنولوجيا والعولمة طريقة تواصلنا، وكيف أثرت وسائل التواصل الاجتماعي على لغتنا اليومية. سنتعرف على اللغات الجديدة التي ولدت في عالم البرمجة، وكيف أصبحت جزءاً لا يتجزأ من حياتنا اليومية.

لكن رحلتنا لن تكون مجرد احتفاء بالجديد. سنأمل أيضاً في التحديات التي تواجه لغاتنا التقليدية في خضم هذا التغيير السريع. كيف نحافظ على تراثنا اللغوي في عصر السرعة والاختصار؟ وكيف نضمن أن تظل اللغة جسراً للتواصل الإنساني العميق في عالم يزداد رقمنة يوماً بعد يوم؟

إن اللغة هي مرآة المجتمع، تعكس تطوراته وتحولاته. ومع كل كلمة جديدة نبتكرها، ومع كل طريقة جديدة للتواصل نطورها، نكتب فصلاً جديداً في قصة البشرية. فهيا بنا نستكشف هذا الفصل المثير، فصل الابتكارات اللغوية في القرن الحادي والعشرين، ونتأمل معاً كيف تشكل هذه الابتكارات مستقبل تواصلنا وفهمنا للعالم من حولنا.

1. التواصل الرقمي واللغة

شكل ظهور وسائل التواصل الاجتماعي والرسائل الفورية ثورة في طريقة تواصلنا. هذا التحول أدى إلى ظهور ما يمكن تسميته بـ "لغة الإنترنت"²:

الاختصارات والرموز التعبيرية:
الاختصارات:

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- أصبحت جزءاً أساسياً من التواصل اليومي. على سبيل المثال:
- "LOL" (Laugh Out Loud) للضحك بصوت عالٍ
 - "OMG" (Oh My God) للتعبير عن الدهشة
 - "TBH" (To Be Honest) للتعبير عن الصراحة
 - "IDK" (I Don't Know) للتعبير عن عدم المعرفة
- هذه الاختصارات تجاوزت حدود الإنترنت وأصبحت تستخدم في المحادثات اليومية وحتى في بعض الكتابات الرسمية.¹
- الرموز التعبيرية (Emojis):
- أضافت بعداً جديداً للتعبير عن المشاعر في التواصل الكتابي، على سبيل المثال:
- 😊 للتعبير عن السعادة
 - 😞 للتعبير عن الحزن
 - 🙏 للموافقة
 - 🤔 للتفكير أو الشك
- دراسات حديثة أظهرت أن استخدام الرموز التعبيرية يمكن أن يحسن فهم الرسالة ويقلل من سوء التفاهم في التواصل الرقمي.²
- الهاشتاج #:
- ابتكار الهاشتاج (#) غير طريقة تنظيم المعلومات وربط المواضيع عبر الإنترنت.³ مثال على ذلك:
- #ClimateChange: يستخدم لتتبع النقاشات حول تغير المناخ
 - #BlackLivesMatter: أصبح رمزاً لحركة اجتماعية كبيرة
 - #COVID19: ساعد في نشر المعلومات حول الوباء العالمي
- الهاشتاج أصبح أداة قوية للتسويق، والحملات الاجتماعية، وحتى في الأحداث السياسية الكبرى.
- اللغة الهجينة:
- ظهور مزيج من اللغات في الرسائل النصية، خاصة بين متحدثي اللغات المتعددة.⁴ أمثلة على ذلك:
- "Spanglish": مزيج من الإسبانية والإنجليزية. مثال: "Voy a hacer un call" (سأجري مكالمة)
 - "Franglais": مزيج من الفرنسية والإنجليزية. مثال: "Je vais checker mes emails" (سأتحقق من بريدي الإلكتروني)
 - "Hinglish": مزيج من الهندية والإنجليزية. مثال: "Main kal office jaunga" (سأذهب إلى المكتب غداً)
- هذه اللغات الهجينة تعكس التنوع الثقافي المتزايد في المجتمعات الحديثة وتؤثر على تطور اللغات الأصلية.
- ## 2. التكنولوجيا وتطور اللغة
- التقدم التكنولوجي لعب دوراً محورياً في تشكيل اللغة الحديثة:
- الترجمة الآلية:
- تطور أنظمة الترجمة الآلية مثل Google Translate و DeepL غير مفهوم الحواجز اللغوية:
- تحسين الدقة: باستخدام تقنيات الذكاء الاصطناعي، أصبحت الترجمات أكثر دقة وطبيعية.⁵
 - الترجمة الفورية: تطبيقات مثل iTranslate Voice تتيح الترجمة الصوتية الفورية.
 - تأثير على تعلم اللغات: أدى إلى تغيير في أساليب تعلم اللغات الأجنبية، حيث أصبح التركيز أكثر على المهارات التواصلية بدلاً من الحفظ.⁶
- المساعدون الصوتيون:
- ظهور تقنيات مثل Siri و Alexa و Google Assistant أدى إلى تطوير اللغة الطبيعية في التفاعل مع الآلات:⁷
- تكييف اللغة: المستخدمون يتعلمون كيفية صياغة الأوامر بطريقة يفهمها المساعد الصوتي.
 - تحسين فهم اللهجات: هذه التقنيات تتطور لفهم مجموعة واسعة من اللهجات واللهجات.
 - إدخال مصطلحات جديدة: مثل "Hey Siri" أو "Alexa" أصبحت جزءاً من المفردات اليومية.
- تقنيات معالجة اللغات الطبيعية (NLP):
- هذه التقنيات مكنت من تحليل وفهم اللغة البشرية بشكل أفضل:
- التصحيح التلقائي: تحسين الكتابة وتقليل الأخطاء الإملائية.
 - إكمال الجمل: تقنيات مثل GPT-3 تقدم اقتراحات ذكية لإكمال النصوص.⁸
 - تحليل المشاعر: القدرة على تحليل النبرة العاطفية للنصوص، مما يؤثر على كيفية كتابة الناس عبر الإنترنت.
- ## 3. العولمة وتأثيرها على اللغة
- العولمة كان لها تأثير كبير على تطور اللغات في القرن الحادي والعشرين:
- انتشار اللغة الإنجليزية كلغة عالمية:
- Globish: ظهور ما يسمى بالإنجليزية العالمية المبسطة، وهي نسخة مبسطة من اللغة الإنجليزية تستخدم حوالي 1500 كلمة فقط.⁹
- دمج المصطلحات الإنجليزية: في لغات أخرى، مثل استخدام كلمات مثل "smartphone" و "email" في العديد من اللغات.
 - تأثير على التعليم: زيادة الطلب على تعلم اللغة الإنجليزية عالمياً، مما أدى إلى تغييرات في أنظمة التعليم في العديد من البلدان.
 - إحياء اللغات المهددة بالانقراض:

ص 78 - محمد حسن عبد العزيز. (2011). لغة الشباب العربي في وسائل التواصل الحديثة. عالم الكتب الحديث

2 - صالح بن عبد الله الزهراني. (2014). أثر شبكات التواصل الإلكترونية على العلاقات الاجتماعية. مجلة جامعة الملك عبد العزيز ص 32

3 - تركي الحمد. (2010). الثنائية اللغوية. مكتبة الملك فهد الوطنية. ص 64

4 - مصطفى بوعناني. (2019). اللغة العربية والذكاء الاصطناعي. مجلة اللسانيات العربية. ص 91

5 - وليد العناتي. (2009). اللسانيات الحاسوبية. دار جرير. ص 24

6 - عبد العلي الوديعري. (2010). اللغة العربية في عصر العولمة. ص 55

7 - عبد السلام المسدي. (2010). العربية والإعلام. الدار المصرية اللبنانية. ص 112

8 - سعد بن هادي القحطاني. (2015). العربية ووسائل الاتصال الحديثة. ص 89

9 - رشيد حبيب. (2016). اللغة العربية والترجمة الآلية. ص 47

- التكنولوجيا كأداة للحفاظ: استخدام التطبيقات والمواقع الإلكترونية لتوثيق وتعليم اللغات النادرة.¹
- مبادرات حكومية وشعبية: زيادة الجهود لإحياء لغات مثل الأيرلندية والويلزية من خلال برامج تعليمية ووسائل إعلام متخصصة.²
- التنوع اللغوي كقيمة ثقافية: زيادة الوعي بأهمية الحفاظ على التنوع اللغوي كجزء من التراث الإنساني.
- ظهور لغات برمجة جديدة:
- Python: أصبحت من أكثر لغات البرمجة شعبية، مع تأثيرها على المصطلحات التقنية المستخدمة يومياً.
- JavaScript: انتشارها الواسع في تطوير الويب أدى إلى دخول مصطلحات مثل "callback" و "asynchronous" إلى اللغة اليومية للمطورين.³
- تأثير على التعليم: إدخال تعليم البرمجة في المدارس أدى إلى تعرض الأطفال لمفاهيم ومصطلحات برمجية في سن مبكرة.
- 4. مستقبل الابتكارات اللغوية
- مع استمرار التطور التكنولوجي والاجتماعي، يمكننا توقع المزيد من الابتكارات اللغوية في المستقبل:
- الذكاء الاصطناعي واللغة:
- الترجمة الفورية المتقدمة: إمكانية التواصل بلغات مختلفة دون الحاجة لتعلمها، مما قد يغير مفهوم تعلم اللغات الأجنبية.⁴
- إنشاء محتوى لغوي: تطوير خوارزميات قادرة على إنتاج نصوص أصلية بجودة عالية، مما قد يؤثر على الكتابة الإبداعية والصحافة.
- تحليل اللغة المتقدم: القدرة على فهم السياق والنوايا بشكل أعمق، مما قد يؤدي إلى تطوير أنظمة تواصل أكثر تعقيداً.⁵
- لغات التواصل العالمية:
- تطوير لغات اصطناعية: محاولات لإنشاء لغات جديدة تجمع بين سهولة التعلم والقدرة على التعبير الدقيق، مثل تطوير نسخ محسنة من لغة الإسبرانتو.
- لغات الواقع الافتراضي: مع تطور تقنيات الواقع الافتراضي، قد نشهد ظهور لغات وأنظمة تواصل خاصة بهذه البيئات الافتراضية.
- تكيف اللغات التقليدية:
- تطور سريع في المفردات: ظهور كلمات جديدة بوتيرة أسرع لمواكبة التغيرات التكنولوجية والاجتماعية.⁶
- تغيرات في القواعد اللغوية: قد نشهد تبسيطاً لبعض القواعد اللغوية المعقدة في العديد من اللغات لتسهيل التواصل العالمي.⁷
- دمج التقنيات في اللغة: زيادة استخدام الوسائط المتعددة في التواصل اليومي، مما قد يؤدي إلى تطور أشكال جديدة من التعبير اللغوي.
- خاتمة وتوصيات
- في ختام رحلتنا عبر عالم الابتكارات اللغوية في القرن الحادي والعشرين، نقف شهوداً على مشهد لغوي يتسم بالحيوية والتجدد المستمر. اللغة، هذا النسيج الحي من الكلمات والمعاني، تتطور أمام أعيننا، متكيفة مع عصر الرقمنة والعولمة بسرعة مذهلة. إنها ليست مجرد أداة للتواصل، بل هي مرآة تعكس تقدمنا التكنولوجي، وتفاعلاتنا الاجتماعية، وطموحاتنا الإنسانية.
- كل ابتكار لغوي جديد - سواء كان رمزاً تعبيرياً يختصر مشاعرنا في صورة صغيرة، أو مصطلحاً تقنياً يصف اختراعاً حديثاً - هو خيط يُنسج في النسيج الغني لثقافتنا العالمية. نحن نعيش في عصر ذهبي من الإبداع اللغوي، حيث تتلاقى اللغات وتتمازج، مولدة أشكالاً جديدة من التعبير والتواصل.
- ومع ذلك، فإن هذا التطور السريع يضعنا أمام مسؤولية كبيرة: كيف نحافظ على التوازن بين الابتكار والأصالة؟ كيف نضمن أن تظل لغاتنا الأم ثرية ومتنوعة في عالم يميل نحو التوحيد؟ الإجابة تكمن في وعينا وتقديرنا لقيمة التنوع اللغوي، وفي جهودنا الواعية للحفاظ على هذا التنوع مع الانفتاح على الجديد.
- في ضوء ما تعلمناه عن الابتكارات اللغوية وأهميتها، نقدم التوصيات التالية:

 1. تعزيز التعليم اللغوي المتعدد:
 - تشجيع تعلم اللغات الأجنبية في المدارس والجامعات.
 - دمج دراسة الابتكارات اللغوية الحديثة في المناهج التعليمية.
 2. الحفاظ على اللغات المهددة بالانقراض:
 - دعم المبادرات التي توثق وتحني اللغات النادرة.
 - استخدام التكنولوجيا لخلق منصات تعليمية للغات الأقل انتشاراً.
 3. تشجيع الإبداع اللغوي:
 - إنشاء مسابقات وجوائز للابتكارات اللغوية في مجالات الأدب والتكنولوجيا.
 - تشجيع الكتاب والفنانين على استكشاف أشكال جديدة من التعبير اللغوي.
 4. تطوير أدوات لغوية ذكية:
 - الاستثمار في تطوير تقنيات الترجمة الآلية وفهم اللغة الطبيعية.
 - إنشاء تطبيقات تساعد في الحفاظ على جودة اللغة مع مواكبة التطورات.
 5. تعزيز التواصل بين الثقافات:
 - تنظيم مننديات وورش عمل دولية حول التنوع اللغوي والابتكارات اللغوية.
 - تشجيع التبادل الثقافي واللغوي بين المجتمعات المختلفة.
 6. رصد وتوثيق التغيرات اللغوية:
 - إنشاء مرصد لغوية لتتبع وتوثيق الابتكارات اللغوية بشكل منهجي.
 - نشر تقارير دورية عن حالة اللغات وتطورها.
 7. تعزيز الوعي العام:

¹ - عبده الراجحي. (2010). علم اللغة التطبيقي. ص 130

² - إسماعيل عبايرة. (2018). تطبيقات لغوية ص 72

³ - نهاد الموسى. (2008). الأساليب في تعليم العربية. ص 88

⁴ - عبد العزيز العصيلي. (2002). النظريات اللغوية وتعليم العربية. ص 4

⁵ - عبد الله الننان. (2013). اللسانيات الحاسوبية والترجمة الآلية. ص 93

⁶ - الزهراني، عبد الرحمن. (2019). التحول الرقمي وأثره على العربية. ص 211

⁷ - فؤاد بوحندي. (2017). اللغة العربية والتكنولوجيا الرقمية. ص 65

- إطلاق حملات توعية حول أهمية التنوع اللغوي والابتكارات اللغوية.
 - تشجيع وسائل الإعلام على تسليط الضوء على القضايا اللغوية.
 في النهاية، نتذكر أن اللغة هي أكثر من مجرد كلمات نتبادلها؛ إنها الجسر الذي يربط بين عقولنا وقلوبنا. كل كلمة جديدة نتعلمها، وكل طريقة مبتكرة للتعبير نكتشفها، هي فرصة لتوسيع آفاق فهمنا للعالم وللآخرين. فلنحتفِ بهذه الثورة اللغوية، ولنكن مشاركين فاعلين فيها. لنمضِ قدماً في هذا العصر الجديد من الابتكار اللغوي، متسلحين بالإبداع والانفتاح والحكمة. ولنصنع معاً مستقبلاً لغوياً يجمع بين روعة الماضي وإمكانيات المستقبل، مستقبلاً يعبر عن إنسانيتنا المشتركة بكل ثرائها وتنوعها. فمع كل ابتكار لغوي جديد، نكتب فصلاً جديداً في قصة الماضي والإنسانية الطويلة، قصة تواصلنا وتفاهمنا وإبداعنا المشترك.

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ИГРОВЫЕ ТЕХНОЛОГИИ КАК ИННОВАЦИОННЫЙ МЕТОД РАЗВИТИЯ ИНОЯЗЫЧНОЙ УСТНОЙ РЕЧИ МЛАДШИХ ШКОЛЬНИКОВ

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Аннотация:

Статья посвящена игровым технологиям в обучении младших школьников иностранному языку. Рассматривается их влияние на развитие устной речи, мотивацию и коммуникативные навыки. Анализируются цифровые дидактические игры (Kahoot, Quizlet, Wordwall, LearningApps) и их применение в педагогической практике.

Ключевые слова: игровые технологии, устная речь, младшие школьники, иностранный язык, обучение, дидактические игры.

Современные образовательные технологии стремительно развиваются, адаптируясь к потребностям цифрового поколения. Одним из наиболее эффективных методов обучения младших школьников иностранному языку является использование игровых технологий. В отличие от традиционных методов, игровые технологии позволяют создать комфортную образовательную среду, в которой учащиеся могут естественным образом осваивать новый язык. Особенно это важно для развития устной речи, так как именно в игровом взаимодействии дети легче преодолевают языковой барьер, проявляют инициативу в общении и чувствуют себя увереннее.

Актуальность данной темы обусловлена необходимостью поиска инновационных подходов к обучению иностранного языка, которые не только повышают мотивацию учащихся, но и способствуют формированию коммуникативных навыков. В младшем школьном возрасте игра является ведущей деятельностью, поэтому использование игровых технологий делает процесс изучения языка более естественным, интересным и эффективным. Исследования в области методики преподавания иностранного языка подтверждают, что включение дидактических игр в учебный процесс повышает уровень усвоения лексики и грамматики, а также развивает способность детей использовать язык в реальных коммуникативных ситуациях [1].

Игровые методы могут использоваться в педагогической практике для повышения качества обучения иностранным языкам у младших школьников.

Цель данной статьи заключается в рассмотрении игровых технологий как инновационного метода развития иноязычной устной речи младших школьников. Проанализированы теоретические основы игровых методов, их влияние на формирование языковых навыков, а также приведены примеры эффективных игровых приемов, применяемых на уроках иностранного языка.

В рамках статьи рассматриваются следующие аспекты:

1. Теоретические основы игровых технологий в обучении иностранным языкам.
2. Влияния игровых методов на развитие устной речи младших школьников.
3. Эффективные игровые приемы для формирования коммуникативных навыков.

При подготовке материала проанализирована научная литература по игровой методике обучения иностранным языкам, изучены труды по дидактическим играм, психологическим особенностям младших школьников, а также современные подходы к развитию устной речи.

Инновационность игровых технологий заключается в том, что они представляют собой интеграцию традиционных методов преподавания и современных подходов, ориентированных на деятельностный и личностно-ориентированный подходы к обучению. В отличие от классических методов, где акцент делается на заучивании и механическом воспроизведении языкового материала, игровые технологии создают условия для активного и естественного овладения иностранной речью в коммуникативном контексте.

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Помимо этого, игровые технологии обладают рядом преимуществ, способствующих повышению мотивации и эффективности учебного процесса. В ходе их использования активизируется внутренняя мотивация учащихся, что, в свою очередь, способствует более глубокому усвоению нового материала и повышению работоспособности. Исследователи, такие как Здорикова Н. Г., Винокурова Е. Н., Жукова С. В., Глазкова О. А., Кирилина Ю. П., отмечают положительную динамику в применении игровых технологий в образовательной среде.

Согласно исследованиям Намазова А.А. и Досьян Г.А., применение игровых технологий на уроке иностранного языка способствуют:

1. Формированию определенных навыков – игры позволяют развивать фонетические, лексические и грамматические умения, закрепляя изученный материал.
2. Развитию речевых навыков – игровая деятельность способствует совершенствованию произносительных, интонационных и коммуникативных умений.
3. Обучению общению – в процессе игры учащиеся моделируют реальные коммуникативные ситуации, что способствует развитию спонтанной речи.
4. Развитию необходимых способностей и психических функций – игры тренируют память, внимание, логическое мышление и креативность.
5. Познанию (в сфере формирования самого языка) – игровая деятельность помогает учащимся осознать закономерности языка и его структуру.
6. Запоминанию речевого материала – благодаря эмоциональной вовлеченности в игру дети легче усваивают и дольше сохраняют новые слова и выражения в памяти [1].

Эффективность использования игровых технологий в обучении иностранному языку во многом определяется возрастными особенностями младших школьников. В отечественной психолого-педагогической науке возраст 7–11 лет (в контексте обучения иностранному языку — 8–10 лет) рассматривается как младший школьный возраст. Согласно периодизации Д. Б. Эльконина, данный этап характеризуется переходом от наглядно-действенного к словесно-логическому мышлению, а ведущей деятельностью становится учебная, однако игра продолжает играть важную роль в развитии ребенка, так как по-прежнему остается естественным и значимым способом познания мира для ребенка [2].

Именно в игровой деятельности дети легче усваивают новый материал, учатся взаимодействовать друг с другом, проявляют инициативу и испытывают меньше страха перед ошибками.

Л.С. Выготский называл игру «девятым валом развития», подчеркивая ее значимость в когнитивном и личностном становлении ребенка. Он рассматривал игру как благодатную почву для развития когнитивных способностей у детей, а также как фундамент для трансформации игровых действий в мыслительные процессы [3, с.65].

В процессе освоения иностранного языка перед младшими школьниками стоят несколько ключевых задач: формирование звуковой культуры речи, обогащение и активизация словарного запаса, а также формирование грамматического строя языка, обучение связной речи. Эти процессы требуют особого подхода, учитывающего возрастные и когнитивные особенности учащихся.

В младшем школьном возрасте дети уже обладают сформированной речевой базой на родном языке, что становится фундаментом для изучения иностранного. Однако восприятие и воспроизведение иноязычной речи требует от ребенка перестройки когнитивных механизмов, отвечающих за обработку информации. Исследования показывают, что дети младшего школьного возраста воспринимают незнакомую речь первоначально как непрерывный поток звуков, постепенно выделяя знакомые элементы с опорой на интонацию, ритм и визуальный контекст.

Игровые технологии, согласно классификации Колеченко А. К., подразделяются на развлекательные, дидактические, диагностические и коррекционные игры [4]. В контексте обучения иностранному языку наибольшую ценность представляют дидактические игры, поскольку они создают благоприятные условия для формирования иноязычной устной речи.

Дидактические игры представляют собой специально организованные педагогические приемы, направленные на усвоение, закрепление и применение знаний в игровой форме. В отличие от свободной игры, дидактическая игра имеет четко обозначенную цель, связанную с обучением, а также определенные правила и структуру [5]. Дидактические игры обеспечивают взаимодействие учащихся в условиях, приближенных к реальному общению, создают мотивацию к изучению языка и способствуют спонтанному использованию речевых конструкций. Их применение позволяет интегрировать языковой материал в коммуникативный контекст, что значительно повышает эффективность процесса обучения.

Современные технологии позволяют интегрировать игровые методы в цифровую образовательную среду, что значительно расширяет возможности обучения.

В связи с этим дидактические игры могут реализовываться не только в традиционной форме, но и в компьютерном формате, используя цифровые образовательные ресурсы.

Одним из примеров является платформа LearnEnglish Kids от British Council, где представлены различные виртуальные игры, направленные на развитие языковых навыков у младших школьников [6]. Многие преподаватели активно используют подобные ресурсы, включая виртуальные квесты, которые позволяют создать интерактивную и увлекательную образовательную среду, способствующую формированию иноязычной речи.

В ходе таких игр учащиеся передвигаются по цифровой карте или сюжетному сценарию, и выполняют задания, связанные с иностранным языком. Например:

- На каждом этапе ученики должны решить языковую задачу (составить диалог, разгадать анаграмму, ответить на вопросы по тексту).
- При успешном выполнении задания они получают подсказки или доступ к следующему уровню.
- В задания могут быть интегрированы аудио- и видеоматериалы, что повышает аутентичность восприятия.

Данный метод позволяет не только отрабатывать лексику и грамматику, но и формировать коммуникативные навыки, поскольку задания могут быть выполнены в паре или в группе, а также развивать критическое мышление и креативность.

Кроме квестов, есть и другие онлайн-платформы, которые давно стали помощниками учителей. Например:

1. Kahoot превращает изучение языка в соревнование: дети отвечают на вопросы в режиме реального времени, а их успехи сразу видны в турнирной таблице, что вызывает азарт у детей и желание участвовать снова [7].
2. Quizlet помогает запоминать слова с помощью флеш-карточек, тестов и интерактивных заданий [8].
3. Wordwall предлагает игры в формате кроссвордов, анаграмм и викторин [9]. Данная игровая платформа, как и платформа Quizlet, дает возможность детям сразу увидеть, правильно ли они ответили, что помогает им лучше запоминать материал. И если ошибка была допущена, игра предлагает повторить задание, что способствует естественному обучению через практику.
4. LearningApps позволяет учителю самому создавать интерактивные упражнения, тем самым у учителей появляется возможность создавать задания разного уровня сложности, а ученики могут выполнять их в своем темпе [10]. Это особенно важно, так как дети в классе обладают разным уровнем подготовки, и игры помогают каждому работать на своем уровне.

Таким образом, все эти цифровые дидактические игры делают уроки живыми и интересными, а главное — помогают детям учить язык не механически, а через игру и практику. Процесс изучения иностранного языка становится более интересным и мотивирующим, где знания усваиваются естественно и непринужденно.

В заключение следует отметить, что игровые технологии являются эффективным инструментом развития устной иноязычной речи младших школьников. В ходе исследования были рассмотрены теоретические основы игровых методов, их влияние на формирование языковых навыков, а также примеры эффективных игровых приемов. Анализ показал, что дидактические игры, особенно в цифровом формате, способствуют повышению мотивации, улучшению коммуникативных умений и естественному усвоению языка. Современные платформы, такие как LearnEnglish Kids, Kahoot, Quizlet, Wordwall и LearningApps, позволяют интегрировать игровые методы в учебный процесс, делая его более динамичным и интерактивным. Таким образом, поставленные задачи исследования были решены, а полученные выводы могут быть полезны для дальнейшего развития методики обучения иностранному языку в младших классах.

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ФОРМИРОВАНИЕ ПРОФЕССИОНАЛЬНОЙ КУЛЬТУРЫ БУДУЩИХ УЧИТЕЛЕЙ ФИЗИЧЕСКОЙ КУЛЬТУРЫ СРЕДСТВАМИ ИНТЕРАКТИВНЫХ МЕТОДОВ ОБУЧЕНИЯ: КОНЦЕПТУАЛЬНАЯ МОДЕЛЬ

Х. Норматов ¹

Аннотация:

В статье предложена концептуальная модель формирования профессиональной культуры будущих учителей физической культуры с использованием интерактивных методов обучения. Автор рассматривает понятие профессиональной культуры, её значение в деятельности педагога, особенно в контексте физического воспитания. Раскрываются педагогические основы интерактивных методов и их влияние на развитие профессиональных ценностей и компетенций студентов. Модель включает следующие структурные компоненты: цель, содержание, методы и формы реализации, ожидаемые результаты и критерии оценки. Модель разработана на основе анализа современных научных исследований и педагогической практики, с учётом национальных и общечеловеческих ценностей, инновационных технологий и личностно-ориентированного подхода.

Ключевые слова: профессиональная культура, интерактивные методы, физическая культура, педагогическая подготовка, компетенции, диалог, моделирование.

Формирование профессиональной культуры будущего педагога является важной составляющей качественной подготовки в высшем образовании. Особенно это касается учителей физической культуры, от которых общество ожидает не только передачи знаний и умений, но и пропаганды здорового образа жизни, демонстрации личного примера, соблюдения этики, умения вдохновлять и объединять коллектив. Современные вызовы образования требуют от учителя быть не только преподавателем, но также наставником, психологом и лидером.

В данной статье рассматривается возможность формирования профессиональной культуры через интерактивные методы обучения. Подчёркивается, что эти методы создают благоприятную среду для развития ответственности, уважения, культуры общения, саморефлексии и сотрудничества.

Профессиональная культура включает в себя совокупность знаний, умений, ценностей, норм и установок, которые определяют поведение специалиста в профессиональной среде. В педагогике к этому понятию относят:

- глубокие знания предмета и психолого-педагогических дисциплин;
- коммуникативную культуру и риторические навыки;
- этичное поведение и педагогическую тактичность;
- методическую компетентность;
- творческий и инновационный подход к обучению;
- навыки саморефлексии и самосовершенствования.

Для преподавателя физического воспитания добавляются такие специфические компоненты, как следование принципам честной игры (fair play), поддержка командного духа, умение мотивировать и работать с различными психотипами учащихся, знание физиологических особенностей возраста.

Интерактивные методы обучения направлены на активизацию деятельности студентов в учебном процессе. Они способствуют формированию субъекто-субъектных отношений между преподавателем и обучающимися, что благоприятно сказывается на усвоении ценностей профессиональной культуры.

К числу интерактивных методов относятся:

- дискуссии и дебаты;
- работа в малых группах и проектная деятельность;
- ролевые и деловые игры;
- кейс-методы;
- тренинги и мозговые штурмы;
- обратная связь (feedback-сессии);
- симуляции педагогических ситуаций.

Эти методы помогают студентам не только освоить теоретический материал, но и развивать навыки взаимодействия, аргументации, эмпатии, справедливости и конструктивного разрешения конфликтов.

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Модель формирования профессиональной культуры: структура и содержание.

Предлагаемая модель включает пять взаимосвязанных компонентов:

1. Целевой компонент

Общая цель – формирование профессиональной культуры будущего учителя физического воспитания. Конкретные цели:

- формирование осознанного отношения к педагогической профессии;
- усвоение норм профессиональной этики;
- развитие коммуникативных и рефлексивных навыков;
- укрепление профессиональной мотивации.

2. Содержательный компонент

Включает три уровня:

- Теоретический – курсы педагогики, психологии, методики физического воспитания, этики;
- Практический – организация занятий, взаимодействие с учащимися, ведение документации;
- Ценностно-мотивационный – воспитание уважения к профессии, формирование установки на постоянное развитие.

3. Методический компонент

Основу составляет использование интерактивных методов обучения:

- организация диалоговых занятий;
- моделирование педагогических ситуаций;
- обсуждение этических дилемм;
- групповая работа и проекты;
- использование цифровых инструментов для видеонализа занятий.

4. Организационный компонент

Реализация модели требует разнообразия форм обучения:

- лекции и семинары в интерактивном формате;
- педагогическая практика с рефлексией;
- неформальные мероприятия (мастер-классы, круглые столы);
- дистанционные форматы и онлайн-коммуникация;
- участие студентов в разработке и проведении внеклассных спортивных мероприятий.

5. Результативный компонент

Оценка профессиональной культуры проводится по следующим критериям:

- уровень теоретической подготовки;
- качество выполнения практических заданий;
- поведенческие проявления профессиональной культуры в смоделированных ситуациях;
- способность к саморефлексии и анализу деятельности;
- сформированность ценностных установок (по эссе, анкетам, интервью).

Предложенная модель формирования профессиональной культуры будущих учителей физической культуры показывает высокую эффективность при системной реализации. Интерактивные методы не только передают знания, но и способствуют развитию профессионально значимых личностных качеств: ответственности, этики, коммуникабельности, инициативности. Особенно важным является то, что студент становится активным участником педагогического процесса, осмысленно усваивает ценности профессии.

Модель может быть адаптирована под конкретные условия вуза и дополняться новыми формами и технологиями в зависимости от актуальных задач образования. Главный вывод – формирование профессиональной культуры не может быть достигнуто исключительно через лекции и контроль знаний. Это – живой процесс, требующий включенности, диалога и примерного поведения со стороны преподавателей.

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ОСОБЕННОСТИ ПРИМЕНЕНИЯ МЕТОДА НЕПОСРЕДСТВЕННОГО ОБУЧЕНИЯ В ИЗУЧЕНИИ КОРЕЙСКОГО ЯЗЫКА

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Аннотация:

В данной статье исследуются трудности, с которыми сталкиваются учащиеся при обучении устройству речи корейского языка. Рассматривается специфика произношения, интонации, артикуляции звуков, особенности фонетической системы корейского языка, которые могут вызывать затруднения у изучающих его. Цель статьи заключается в выявлении основных проблем и трудностей, с которыми сталкиваются учащиеся при обучении устройству речи на корейском языке, а также в разработке рекомендаций и методов преодоления этих трудностей

Ключевые слова: коммуникация, культура поведения, манеры поведения, речевая деятельность, путь к сердцу, взаимопонимание, диалог, обучение лексике корейского языка, визуальные и аудиоматериалы.

중의적 표현, 직접적 표현, 동음어, 다의어, 단의어. 의사 소통, 치료 문화, 매너, 품위, 연설 활동, 영혼의 길, 상호 이해, 단어 비전, 교육의 기초

Обучение лексике в рамках метода непосредственного обучения осуществляется через погружение в языковую среду. Для этого используются:

Видеоматериалы (корейские фильмы, сериалы, обучающие ролики). Аудиозаписи разговоров носителей языка. Карточки с изображениями и текстами. Практическое задание: просмотр и обсуждение корейских видеороликов с последующим использованием новой лексики в диалогах. Обучение лексике корейского языка (визуальные и аудиоматериалы). Изучение корейского языка, как и любого иностранного, начинается с освоения лексики. Именно лексика служит фундаментом для построения предложений, понимания речи и успешного общения. При этом одним из самых эффективных подходов к обучению корейской лексике является использование визуальных и аудиоматериалов. Эти средства помогают сделать процесс изучения более увлекательным, интерактивным и продуктивным. Значение лексики в изучении корейского языка. Лексика – это основа любого языка. В корейском языке, где грамматическая структура существенно отличается от европейских языков, правильное использование словарного запаса играет ключевую роль. Корейский язык имеет свои особенности, такие как уровни вежливости, использование частиц и широкая система ономотопии. Поэтому для запоминания и применения лексики важно создавать контексты, которые облегчат усвоение слов.

Использование визуальных и аудиоматериалов в обучении лексике помогает: Связать новые слова с конкретными образами и ситуациями. Ускорить запоминание через ассоциативное мышление.

Адаптироваться к звучанию языка и правильному произношению.

Визуальные материалы в обучении лексике

Карточки с изображениями

Один из самых популярных и эффективных методов – использование карточек с картинками. На одной стороне карточки изображён объект, а на другой – написано слово на корейском языке.

Например, карточка с изображением яблока будет содержать слово «사과» (сагва). Учащийся видит изображение, ассоциирует его со словом, а затем произносит его вслух.

Преимущества: Визуальная связь помогает быстрее запомнить слово.

Карточки можно использовать в играх, что делает обучение интересным. Метод подходит для индивидуальных и групповых занятий.

Иллюстрированные книги и словари: Иллюстрированные учебники и словари являются незаменимым инструментом в изучении лексики. Они содержат тематические разделы, например, «Фрукты», «Одежда», «Транспорт», где слова сопровождаются изображениями.

Пример: при изучении темы «Животные» учащиеся видят картинки собаки (개), кошки (고양이), птицы (새) и так далее.

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Преимущества: Структурированное представление лексики по темам.

Возможность изучать слова самостоятельно.

Презентации и слайды. Современные технологии позволяют создавать интерактивные презентации, которые включают изображения, подписи и аудиосопровождение. Это особенно полезно в групповых занятиях. Например, слайд может содержать картинку с чашкой кофе, слово «커피» (кхопи) и запись произношения. Учащиеся видят слово, слышат его звучание и повторяют за диктором.

Аудиоматериалы в обучении лексике. Прослушивание записей носителей языка: Аудиоматериалы, записанные носителями корейского языка, помогают освоить правильное произношение и интонацию. Это особенно важно, учитывая, что корейский язык имеет ряд звуков, непривычных для носителей других языков, например, придыхательные согласные.

Пример: При изучении лексики на тему «Еда» учащиеся слушают, как диктор произносит слова: 밥 (рис), 김치 (кимчи), 고기 (мясо) и другие.

Преимущества: Формирование навыков восприятия речи на слух. Улучшение произношения через подражание. Песни и аудиоуроки:

Корейская музыка, особенно популярный жанр К-поп, может стать мощным инструментом для изучения лексики. Учащиеся слушают песни, анализируют их тексты и учат новые слова.

Пример: Песня «아리랑» (Ариранг), являющаяся традиционной корейской мелодией, содержит простые слова и выражения, которые легко запомнить.

Преимущества: Увлекательное обучение через музыку.

Технологии в обучении лексике. Современные технологии открывают множество возможностей для обучения корейскому языку.

Приложения для изучения языков. Приложения, такие как Duolingo, Memrise или Drops, активно используют визуальные и аудиоматериалы. Они предлагают задания на запоминание лексики через картинки, аудиозаписи и интерактивные упражнения.

Видеоуроки и онлайн-платформы. Видеоуроки на YouTube и специализированные онлайн-курсы, такие как Talk To Me In Korean, предоставляют доступ к обучающим видео, где слова иллюстрируются изображениями и сопровождаются произношением.

Изучение грамматических конструкций строится на их применении в речевой практике.

Обучение грамматике через практическое использование — это методический подход, который фокусируется на изучении правил языка в процессе их активного применения. Вместо заучивания теории и выполнения абстрактных упражнений, студенты осваивают грамматические конструкции через взаимодействие, речь и письменные задания, отражающие реальные ситуации. Этот подход особенно эффективен для изучения корейского языка, где грамматические особенности значительно отличаются от других языков, таких как русский или английский. Лучшему пониманию правил, но и развитию коммуникативных навыков. Особенности грамматики корейского языка. Грамматика корейского языка обладает уникальными особенностями, которые делают её изучение сложным для носителей других языков. Среди ключевых особенностей можно выделить:

Порядок слов. В отличие от русского или английского, где порядок слов в предложении обычно фиксирован, корейский язык использует структуру SOV (субъект-объект-глагол). Например, вместо «Я ем яблоко» (I eat an apple) корейцы говорят «Я яблоко ем» (나는 사과를 먹어요).

Частицы. Корейский язык активно использует частицы для обозначения функций слов в предложении. Например, частица -을/-를 указывает на прямое дополнение, а -이/-가 обозначает субъект.

Уровни вежливости. Грамматические формы изменяются в зависимости от уровня формальности и социального статуса собеседника. Например, фраза «Спасибо» может звучать как 감사합니다 (вежливо) или 고마워 (неформально).

Эти аспекты делают грамматику корейского языка не только интересной, но и требующей особого подхода в обучении. Преимущества практического подхода. Практическое использование грамматики в процессе обучения обладает рядом преимуществ:

1. Освоение грамматики в контексте. Вместо изучения абстрактных правил студенты сразу видят, как они применяются в реальных ситуациях. Например, изучая частицы -이/-가, учащиеся могут создавать предложения о себе или описывать окружающие предметы.

2. Быстрое закрепление знаний. Постоянное использование грамматических конструкций помогает быстрее запомнить их и начать использовать автоматически.

3. Улучшение коммуникативных навыков. Практический подход стимулирует учащихся говорить, писать и слушать, что развивает все аспекты владения языком.

4. Увлекательность. Интерактивные упражнения, ролевые игры и обсуждения делают процесс обучения интересным и мотивирующим.

Методы обучения грамматике через практическое использование.

Существует множество методов, которые можно использовать для изучения грамматики через практику. Вот некоторые из них:

Ролевые игры являются одним из наиболее эффективных методов для изучения грамматики в контексте. Например, студенты могут разыгрывать сценки, такие как заказы в ресторане, покупки в магазине или встречи с друзьями.

Преимущества метода и его влияние на образовательный процесс

Основными преимуществами метода непосредственного обучения являются:

Формирование навыков свободного общения на языке. скоренное освоение лексики и грамматики через их использование в реальных ситуациях.

Развитие уверенности в использовании языка благодаря постоянной практике.

Возможность изучать язык в культурном контексте, что делает процесс обучения более глубоким и осмысленным.

Эти преимущества особенно важны для студентов, изучающих корейский язык, так как они позволяют не только освоить язык, но и понять его уникальность.

В будущем метод непосредственного обучения может быть ещё более интегрирован в образовательные программы благодаря использованию современных технологий. Виртуальная реальность и искусственный интеллект открывают новые возможности для создания языковой среды, где студенты могут практиковать язык в интерактивных сценариях.

Также перспективным направлением является разработка индивидуальных образовательных программ, которые учитывают уровень подготовки, цели и интересы каждого учащегося. Это позволит сделать процесс изучения корейского языка ещё более эффективным и увлекательным.

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APPLICATION OF THE EUROPEAN METHODOLOGY OF TEACHING FOREIGN LANGUAGES IN HIGHER EDUCATION

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Abstract:

The main purpose of the manual is to acquaint students with the most well-known methodological directions, systems and methods, forms and means, the latest technologies of teaching foreign languages in domestic and foreign methods. To form the foundations of their skills to creatively apply their knowledge in practice in the process of solving educational, educational and educational tasks in the classroom, taking into account specific conditions.

Key words: Based on theoretical knowledge, students should develop professional methodological thinking that helps them, using existing textbooks, teaching aids, visual and technical teaching aids, successfully cope with solving methodological problems in various pedagogical situations.

A foreign language, unlike many other school subjects, is one of the disciplines that are often studied outside of school, and no educational goals are pursued in extracurricular studies. Learning foreign languages can pursue scientific and educational, educational and practical goals. Learning foreign languages can be considered as a goal and a means for mastering scientific knowledge, familiarization with foreign literature, etc. For scientific purposes, we study a foreign language when it itself serves as the subject of our research or when it is the experimental material on which or on which scientific research is conducted. In the first case, linguists, philologists, literary critics, etc. are engaged in this kind of language.,

In the second case, there are linguists, psychologists and didactics, and linguists in this case even tend to consider language teaching methods as applied linguistics. For educational purposes, we study a foreign language to enhance our general education, and in more distant eras, when many of the modern literary languages were unwritten, some in. Languages have played the role of a literary language among many peoples. For the Slavs, for example, Old Slavonic was such a language; for the peoples of Western Europe, Latin was such a literary language for a long time. For educational purposes in. The language is studied primarily by secondary school students and partly by university students. Learning a foreign language can finally pursue communicative goals in the broadest sense of the word.

To this end, foreign languages can be studied by all strata of a given society, regardless of their profession. Two different cases should be distinguished here:

1. When a foreign language serves as a means of communication between people of different nationalities;
2. When it serves for communication between people of the same nationality. The first case, the most common and natural, we constantly observe during oral or written communication between natives, when reading foreign literature, listening to radio broadcasts, etc.

Communication between people of the same nationality (the second case) pursued primarily political goals, and often became a simple fashion. We tend to define the methodology of foreign languages as a science, the subject of which is the content of education and the theory of teaching foreign languages. languages.

We consider this definition of the methodology to be much more successful than the one given in our essay on the history of the methodology. For greater clarity, we consider it necessary to decipher the concepts of "education" and "training". In our case, education should be understood as equipping students with systematic knowledge, skills and abilities in foreign languages, in other words, the content that we put into this subject, and teaching should be understood as the process of systematic and consistent communication of knowledge by the teacher and the inculcation of skills and abilities in the field of foreign languages, the process of active and conscious assimilation by students. the process of creating and consolidating in children the qualities that we strive to foster in them.

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In the methodology of teaching foreign languages, it is necessary to distinguish between a general methodology that sets out the content of education and the principles of teaching common to all foreign languages, and a particular methodology - the theory of teaching a particular foreign language. Since the methodology of foreign languages is a private didactics, the relationship between pedagogy and methodology can be defined as the relationship of the general to the particular, private. Pedagogy as a science deals with the theory of education and training and the content of education. Issues related to education and training in pedagogy are usually separated into an independent section-didactics. Didactics establishes the general content of learning and those general laws and principles of learning that are more or less inherent in all scientific disciplines, as soon as they become the subject of learning.

Didactics, being a general theory of learning, can only be applied in practice if it is embodied in some kind of private didactics or, in other words, the methodology of a particular discipline. The methodology is didactics in action. There is a dialectical connection between didactics and methodology. Didactics establishes the general laws of learning, using experimental research and generalizations of experience gained as a result of teaching a particular discipline. The methodology for constructing a particular method is based on didactic data. Although the methodology of foreign languages borrows general didactic principles from pedagogy, however, in the process of its development it can put forward its own principles that are not typical for other methods or dialectics in general. From a fundamentally methodological point of view, the methodology of teaching foreign languages is an independent science, which is characterized by the presence of a specific subject of study (the process of teaching foreign languages). Research (methodological experiment, analysis and generalization of practical teaching experience, etc.), as well as their own goals and objectives: the establishment of basic patterns and the development of a system of the most rational and most productive methods and methods of teaching a foreign language. But the methodology can be considered scientifically sound only if, in addition to generalizing school experience and conducting its own experimental and methodological research, it is also based on data from a number of related sciences, which include, on the one hand, general and private linguistics, and, on the other, pedagogy, psychology and physiology. higher nervous activity.

The dependence of the methodology on linguistics and psychology is explained by the fact that it raises and solves two main questions: WHAT should be taught and HOW should be taught. When deciding what exactly the content of education itself should be, methodologists and teachers should be knowledgeable in the field of linguistic science, i.e. they should know the theory of a foreign language well and be aware of the latest achievements of this science.

When deciding on the basic method of teaching foreign languages, as well as on all private methods and methods of teaching a language, methodologists should be equally knowledgeable in the field of psychological science. To deduce the principles of methodology only from the goals of teaching means not caring about its scientific justification. It is necessary, of course, to add to this that the awareness of methodologists in the field of pedagogical science, and in particular in the field of didactics, should be taken for granted, since being a methodologist means having a certain pedagogical specialty.

Methodology is a private pedagogical discipline (private didactics), and therefore it is not surprising that some theorists of teaching foreign languages direct their efforts also to the correct implementation of basic didactic principles in the learning process.

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MODERN METHODS OF TEACHING ENGLISH

F. Mamatkulova ¹, M. Abduvaliyeva ²*Abstract:*

This article examines many pedagogical approaches to teaching English, emphasizing innovative strategies to improve learners' communication abilities. The aim is to illustrate how contemporary methods, including audio-visual aids, games, group discussions, role-playing, and brainstorming, may enhance language acquisition and increase learners' confidence.

Key words: innovation, teaching methods, role-playing, brainstorming, experiential learning, crossover learning.

In contemporary society, English has emerged as the paramount instrument for international communication, averting isolation and facilitating advancement across diverse domains. It is the most prevalent language, enabling cultural and educational interactions among nations. Exploring foreign languages offers a thrilling journey that unveils new cultures and travel prospects, broadening our perspectives.(2024:4) The integration of educational technologies supports inclusivity and accessibility by providing tools and resources to accommodate diverse learners, including those with disabilities or language barriers.(2024:3) Furthermore, English has become indispensable in both local schooling and on an international level.

The progression of foreign language instruction technology is a pivotal concern in contemporary education. Due to the accelerated rate of information proliferation, knowledge rapidly becomes obsolete. Innovative language instruction highlights a teacher's ingenuity and adaptability, resulting in novel styles and methodologies of teaching. Global educational institutions are incorporating novel concepts, methodologies, and technology-driven innovations to improve students' English ability.

Effective instruction encompasses both the transmission and reception of information. The objective of an educator is to convey knowledge efficiently, ensuring that students retain it outside the classroom. Innovative educational strategies enhance learning outcomes, empower individuals, and fortify governance. A significant issue for instructors is engaging students' attention and ensuring that lessons are relevant. To do this, classroom experiences must be restructured by integrating stimulating and efficacious pedagogical approaches.

Diverse tactics can augment student engagement, encompassing audio and video technologies, brainstorming sessions, outdoor classrooms, role-playing, riddles and games, narrative, and resources centered on creativity. Furthermore, contemporary pedagogical methods, like crossover learning, argumentation-based learning, incidental learning, practical science experiments (utilizing remote laboratories), and embodied learning, can enhance educational experiences.

The integration of audio-visual elements, including filmstrips, films, visual aids, infographics, and mind-mapping tools, significantly augments students' creativity and understanding. These strategies enhance auditory skills and augment comprehension of information. Furthermore, it expands vocabulary of students, as expanding vocabulary demands accumulating and utilizing words on a daily life (2024:2)

Brainstorming is an effective pedagogical method that promotes student engagement via the sharing of ideas on a specific topic. A small group is established, and pupils are urged to produce several solutions without apprehension of critique. This approach cultivates creativity, analytical reasoning, and enthusiasm.

Outdoor education is advantageous, as certain teachings are more comprehensively grasped beyond the confines of the classroom. Coordinating field visits pertinent to the subject enhances engagement and retention of knowledge.

Role-playing enables pupils to transcend their comfort zones, enhancing their interpersonal skills and self-assurance. A receptive attitude toward teaching facilitates the incorporation of novel, innovative techniques.

Games and puzzles enhance the enjoyment and interactivity of the learning process. They promote innovative thinking, problem resolution, and participation by redirecting emphasis from linguistic precision to

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substantive communication. Games such as Sudoku offer a genuine environment for enhancing language abilities while maintaining student engagement.

Conventional pedagogical approaches frequently emphasize rote memorization and passive learning, resulting in sluggish and inefficient language acquisition. Incorporating interactive and student-centered methodologies can markedly improve engagement and retention.

Cognitive Advantages - Techniques such as role-playing, brainstorming, and gamification stimulate various regions of the brain, enhancing the efficacy of learning. Students retain and utilize language more effectively through active participation.

Enhanced Motivation — Interactive methods render learning entertaining, resulting in elevated student motivation and engagement. When students are interested, they are more inclined to practice and utilize the language beyond the classroom.

Practical Application — Numerous contemporary pedagogical approaches emphasize the functional use of language, guaranteeing that students acquire English not solely for examinations but can adeptly employ it in authentic contexts such as dialogues, professional engagements, and travel.

Personalized Learning — Technology-driven approaches (such as language applications, virtual simulations, and AI-enhanced tools) tailor to individual learning styles and speeds, enhancing the efficacy of English language acquisition for each learner.

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TEACHING METHODS AND STRATEGIES IN ENGLISH FOR SPECIFIC PURPOSES (ESP)

M. Baxriyeva ¹*Abstract:*

This article explores effective teaching methods and strategies in ESP, including needs analysis, task-based learning, content-based instruction, communicative approaches, and technology integration. It highlights the theoretical foundations of the communicative approach, its application in ESP teaching, key strategies, benefits, and challenges. By incorporating role-plays, simulations, task-based learning, and technology-enhanced communication, CA enhances learners' proficiency in workplace and specialized environments.

Key words: English for Specific Purposes (ESP), task-based learning, content-based instruction, communicative approach, needs analysis, professional English.

ESP emerged as a specialized field within English language teaching in response to the increasing demand for English proficiency in professional and academic settings. Hutchinson and Waters define ESP as language instruction designed to meet the specific needs of learners, focusing on particular disciplines and professional contexts [5]. Unlike GE, which emphasizes broad language skills, ESP is goal-oriented, aligning with learners' occupational or academic objectives.

The foundation of ESP lies in needs analysis, a concept introduced by Munby, which identifies learners' linguistic and communicative requirements. Needs analysis helps instructors develop targeted curricula, incorporating industry-specific vocabulary, discourse structures, and communicative functions. Swales highlights that ESP teaching must align with discourse communities' conventions, ensuring learners acquire the appropriate genre and register for their professions. This emphasis on specificity differentiates ESP from general English instruction and necessitates tailored teaching methodologies.

Task-based learning (TBL) in ESP focuses on real-world tasks such as writing emails, conducting consultations, or giving presentations, enhancing fluency and accuracy [3]. Content-based instruction (CBI) integrates language learning with subject-specific content, immersing learners in authentic texts and discussions relevant to their fields. The communicative approach prioritizes real-life communication skills through interactive activities like simulations and role-plays, preparing learners for professional contexts [6]. Technology-enhanced learning further supports ESP by providing access to digital tools, online corpora, and virtual simulations, fostering self-directed learning and professional discourse exposure [12]. Additionally, the genre-based approach helps learners analyze and produce specialized texts, improving their ability to navigate professional communication effectively.

The success of ESP instruction depends on the alignment of teaching methods with learners' professional and academic needs. Task-based learning, content-based instruction, communicative approaches, technology integration, and genre-based teaching are all effective strategies for enhancing language proficiency in specialized contexts.

The Communicative Approach is rooted in the communicative competence theory proposed by Hymes [4], which emphasizes the ability to use language appropriately in different social contexts. This theory extends Chomsky's concept of linguistic competence by incorporating sociolinguistic, discourse, and strategic competence [2]. Canale and Swain further developed the model, highlighting that effective communication requires grammatical knowledge, sociocultural awareness, discourse coherence, and strategic skills for overcoming communication barriers [1]. These principles align with the needs of ESP learners, who must navigate specialized discourse communities in professional settings.

In an ESP context, the Communicative Approach emphasizes task-based learning, authentic communication, and interactive teaching strategies to enhance learners' language proficiency. One key method is role-playing and simulations, which allow students to practice real-world interactions relevant to their fields. For example, medical students can engage in doctor-patient consultations, business professionals can conduct negotiations, and engineers can present technical reports. Such activities develop fluency, confidence, and contextual language use.

Another effective strategy is problem-solving and case studies, where learners analyze real-life scenarios and discuss solutions in English. This method encourages critical thinking, collaboration, and

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specialized vocabulary acquisition. Business English learners, for instance, can examine market trends and propose strategies, while legal English students can debate courtroom cases.

Task-based language teaching (TBLT) plays a crucial role in the communicative approach to ESP. According to Ellis, TBLT emphasizes the completion of meaningful tasks rather than rote memorization of grammar rules [3]. Tasks such as writing project proposals, drafting emails, and giving presentations help students develop communicative competence while acquiring industry-specific terminology.

Technology-enhanced communication is also an important element of the communicative approach in ESP. Online platforms, video conferencing, and language-learning apps provide opportunities for real-time interaction with native speakers and professionals in the field. Tools like Zoom, Google Meet, and online discussion forums enable learners to engage in authentic conversations, improving their listening and speaking skills in professional [12].

The Communicative Approach in ESP offers several benefits. It increases learner engagement by making lessons interactive and relevant to students' professional goals. It also enhances real-world language proficiency, preparing learners for workplace communication. Additionally, CA fosters collaboration and teamwork, essential skills in professional environments.

Despite its advantages, the communicative approach faces challenges in ESP instruction. One issue is learner resistance, particularly among students accustomed to traditional grammar-based methods. Some learners may feel uncomfortable with open-ended discussions and spontaneous communication. Another challenge is teacher readiness, as implementing CA requires skilled instructors who can create meaningful communicative tasks and facilitate interactive learning. Additionally, assessment difficulties arise because communicative competence is harder to measure than grammatical accuracy. Alternative assessment methods, such as performance-based evaluations and self-assessment tools, can help address this issue.

The Communicative Approach is a highly effective method for ESP instruction, promoting real-world language use, interactive learning, and professional communication skills. By incorporating role-plays, case studies, task-based learning, and technology-enhanced communication, CA prepares learners for specific occupational and academic environments. While challenges exist, appropriate teacher training and assessment strategies can enhance the effectiveness of this approach. As workplaces continue to demand strong communication skills, integrating CA into ESP instruction remains essential for developing competent and confident English users.

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CONCERNING THE ACQUISITION OF ENGLISH AT A YOUNG AGE

P. Begbudieva ¹, E. Tazhibayeva ²*Abstract:*

This article discusses the impact and benefits of children's early learning of English, self-esteem, motivation, fluency, and their upbringing and psychology. This study investigates the relationship between age of first exposure to English and ultimate attainment in phonology and grammar. A cohort of children aged 3-6 were followed over a three-year period, with their English language development assessed using standardized tests and spontaneous speech samples. Results indicate a statistically significant advantage for children who began learning English before the age of 5 in terms of pronunciation accuracy. Grammatical development showed a less pronounced, but still significant, advantage for the early exposure group. These findings provide further support for the sensitive period hypothesis in second language acquisition."

Key words: interactive, language learning, knowledge, role-playing games, narration, academic abilities, intonation, vital abilities.

Language is a national priority in our country, enjoying strong presidential support. We also recognize the truth in the traditional saying, "Knowledge acquired in youth is like a pattern carved in stone," which highlights the enduring impact of early learning. This is evident in the growing interest in English among our young children, even at the kindergarten level. While the enthusiasm for English is clear, experts in linguistics and psychology underscore the effectiveness of initiating foreign language education during childhood. This raises the question: Why should children learn English, and at what age is it best to start? The ideal age for commencing English learning is not a universally agreed-upon point, as children learn best when they internalize information actively. Experts including psychologists, educators, parents, and researchers propose varying ages for starting English education, but one central consideration for all is the importance of making language learning a positive and engaging experience. Methods like fairy tales, English rhymes, and interactive games can keep children interested and motivated. Furthermore, learning English between the ages of three and five can simultaneously enhance a child's fine motor skills, focus, determination, imagination, and various other vital abilities. Most educators and psychologists advocate for starting during this period as it offers a uniquely appropriate time frame for language acquisition.

Although there's a considerable difference in development between three and five-year-old children, certain similarities make it appropriate to consider them together for early English learning. These include the use of "I" in their speech, an increasing self-esteem that responds well to adult encouragement, active participation in role-playing games that can be used for language instruction, growing curiosity about the world, and a need for external motivation. English is a dominant language globally and is essential for advancement and success in many aspects of life. Therefore, early exposure to English is vital for a child's overall development, helping them achieve future success, learn new cultures, and utilize their well-developed figurative memory. Furthermore, learning English creates many opportunities for children, such as participation in online courses and study abroad programs. Parents play a key role in ensuring that children have the best resources for these opportunities. With the help of the internet, learning English online is easier than ever.

One of the most significant advantages of starting English language learning in early childhood is vocabulary growth. From simple words like "dog," "cat," and "car" to complex phrases such as "extendable," children develop their understanding of words. Dictionaries help them internalize new concepts while spoken English practice builds their skills in intonation and spelling. Even a basic understanding of the alphabet can empower them to learn new things. By starting early, children can master new concepts and subjects more easily. Furthermore, early English instruction in kindergarten enhances comprehension, even with confusing or abstract ideas, inspiring them to explore their world. Additionally, early language learning promotes academic abilities, as well as creativity and imagination.

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Potential Concerns and Challenges:

- Pressure on Young Children: There's a concern that pushing young children to learn English too early can put undue pressure on them and negatively impact their enjoyment of learning.
- Quality of Instruction: The quality of English instruction in kindergartens and private language schools can vary widely. It's important to ensure that teachers are qualified and experienced in teaching young learners.
- Impact on First Language Development: There's a concern that early exposure to English could interfere with the development of children's first language. However, research suggests that this is not usually the case, as long as children continue to receive adequate support in their first language.
- Equity Issues: Access to quality English education may be limited to children from wealthier families, which could exacerbate existing inequalities.
- Developmentally Appropriate Practices: It's crucial to use developmentally appropriate teaching methods that are engaging, playful, and tailored to the needs of young learners.

The growing interest in English at the kindergarten level presents both opportunities and challenges. By carefully considering the potential benefits and concerns, and by adopting evidence-based teaching practices, educators and parents can help young children develop a love of learning and a strong foundation in English. Early English instruction leads to improved literacy and provides academic skills, fostering imagination. Because English is spoken globally, learning it makes it easier to communicate with people of all nationalities. In addition, it strengthens thinking by helping learners understand difficult ideas and improves communication by bridging language barriers. To conclude, let us consider the words of Russian pedagogue A.S. Makarenko, who asserted that kindergarten has an enormous influence on a child's education, making a long-term impression. Therefore, we must make early childhood education a priority.

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AXBOROTLASHGAN JAMIYATDA VIRTUAL TEXNOLOGIYALARNING INSON PSIXIK BARQARORLIGIGA TA'SIRINI O'RGANISHNING IJTIMOY-PSIXOLOGIK XUSUSIYATLARI

Sh. Boboqulov ¹

Annotatsiya:

Maqolada axborotlashgan jamiyat sharoitida virtual texnologiyalarning inson psixik barqarorligiga ta'siri tahlil qilingan. Tadqiqot natijalari shuni ko'rsatadiki, virtual texnologiyalarning haddan tashqari ta'siri stress va xavotirni oshirishi, lekin ulardan mo'tadil foydalanish psixologik barqarorlikni mustahkamlashi mumkin.

Kalit so'zlar: Virtual texnologiyalar, psixik barqarorlik, stress, raqamli kommunikatsiya, axborot jamiyati.

Kirish

Axborot-kommunikatsion texnologiyalarning jadal rivojlanishi zamonaviy jamiyatning barcha jabhalariga, xususan, inson psixikasiga sezilarli ta'sir ko'rsatmoqda. Virtual texnologiyalar shaxsning ijtimoiy hayoti, muloqot madaniyati va psixik barqarorligiga ijobiy hamda salbiy ta'sir ko'rsatishi mumkin. Ushbu maqola axborotlashgan jamiyatda virtual texnologiyalarning inson psixik barqarorligiga ta'sirini o'rganishning ijtimoiy-psixologik xususiyatlarini tahlil qilishga bag'ishlangan.

Axborot texnologiyalarining inson psixologiyasiga ta'siri bo'yicha olib borilgan ilmiy tadqiqotlar virtual muhitning psixik barqarorlikka ta'sirchanligini tasdiqlaydi. Xususan, R. Kraut va boshqalar (1998) tomonidan o'tkazilgan tadqiqotlarda internetdan haddan tashqari foydalanishning depressiya, yolg'izlanish va ijtimoiy ajralish darajasini oshirishga sabab bo'lishi aniqlangan. Shu bilan birga, N. Kardon (2003) virtual texnologiyalar ijtimoiy qo'llab-quvvatlash tizimlarini shakllantirish orqali psixologik barqarorlikni oshirishga e'tibor qaratgan.

Shuningdek, P. Suler (2004) o'zining "Onlayn disinhitsiya effekti" tadqiqotida insonlarning internet muhitida real hayotdagiga nisbatan ochiqroq va tajovuzkorroq bo'lishi mumkinligini ko'rsatib bergan. Ushbu holat shaxslararo munosabatlarning murakkablashishiga, stress va psixologik bosimning ortishiga olib kelishi mumkin.

Virtual texnologiyalar va ruhiy salomatlik bo'yicha olib borilgan so'nggi tadqiqotlar (Williams, 2020) ko'ra, uzoq vaqt internet va ijtimoiy tarmoqlardan foydalanish insonning emotsional muvozanatini buzishi, stress va xavotirni oshirishi mumkin. Shu bilan birga, ularning o'zaro muloqot imkoniyatlarini kengaytirishdagi ahamiyati ham e'tirof etilgan.

Ushbu tadqiqotda anketa so'rovnomalari, eksperimental usullar va psixologik testlardan foydalanildi. Tadqiqot obyekti sifatida 18-35 yosh oralig'idagi respondentlar tanlandi. Tadqiqot jarayonida virtual texnologiyalarning inson psixik barqarorligiga ta'sirini o'rganish uchun eksperimental va nazorat guruhlarini tashkil etildi.

Olingan natijalar shuni ko'rsatdiki, virtual texnologiyalardan me'yoridan ortiq foydalanish respondentlarning stress darajasi va psixik barqarorligiga salbiy ta'sir ko'rsatadi. Masalan, uzoq vaqt internet va ijtimoiy tarmoqlardan foydalanish insonlarning emotsional muvozanatini buzib, ularda beqarorlik hissiini kuchaytirishi kuzatildi.

Ko'plab tadqiqot ishtirokchilarining hayot sifatiga bevosita ta'sir ko'rsatgan muhim omillardan biri – internet orqali doimiy ijtimoiy tasdiqlashga bo'lgan ehtiyojdir. Masalan, yoshlar orasida keng tarqalgan hodisa – ijtimoiy tarmoqlarda doimiy ijobiy fikr-mulohazalar olishga intilish natijasida tashvish va depressiyaning kuchayishi kuzatilgan. Tadqiqot ishtirokchilarining 65% ijtimoiy tarmoqlarda faollik ko'rsatganida, ularning kayfiyati ijobiy sharh va like lar soniga bog'liq bo'lib qolgan. Bu esa ularda o'ziga ishonchsizlikni oshirish bilan birga, psixik barqarorlik darajasini pasaytirgan.

Boshqa tomondan, internet texnologiyalarining inson psixik barqarorligiga ijobiy ta'siri ham kuzatildi. Masalan, internet vositasida o'tkazilgan masofaviy psixologik maslahatlar stress darajasini kamaytirishda samarali natijalar bergan. Shuningdek, onlayn muloqot imkoniyatlari orqali ijtimoiy aloqalarni mustahkamlash respondentlarning psixologik farovonligiga ijobiy ta'sir ko'rsatgan. Xususan, pandemiya davrida onlayn terapiya xizmatlaridan foydalangan respondentlarning 78% psixologik barqarorligini saqlab qolishga muvaffaq bo'lgan.

Shuningdek, virtual texnologiyalar orqali amalga oshiriladigan meditatsiya dasturlari, stressni kamaytirishga qaratilgan onlayn mashg'ulotlar va raqamli sog'liq ilovalari inson psixik barqarorligini saqlab

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qolishda muhim rol o'ynaydi. Tadqiqot natijalariga ko'ra, interaktiv o'yinlar va virtual reallik dasturlaridan foydalanish insonning e'tibor va muammolarni hal qilish qobiliyatini oshirishga yordam bergan. Lekin, haddan tashqari kompyuter o'yinlariga bog'lanish esa aksincha, diqqat buzilishlariga sabab bo'lgan.

Axborotlashgan jamiyatda virtual texnologiyalar inson psixikasiga murakkab va qarama-qarshi ta'sir ko'rsatadi. Maqsadli va me'yoriy foydalanish insonning psixik barqarorligiga ijobiy ta'sir qilishi mumkin bo'lsa-da, haddan tashqari foydalanish psixologik salomatlikka xavf solishi mumkin. Shu sababli, virtual texnologiyalar ta'sirini chuqur o'rganish va ularning salbiy oqibatlarini kamaytirish bo'yicha ilmiy izlanishlarni davom ettirish zarur.

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GRADUAL DEVELOPMENT OF READING ABILITY OF PRIMARY SCHOOL STUDENTS

M. Buranova ¹, R. Xudoyberdiyeva ²*Abstract:*

Reading is a fundamental skill that forms the foundation of lifelong learning. Developing reading abilities in primary school students is a gradual process that requires appropriate strategies, patience, and an encouraging environment. As each child learns at their own pace, it is essential to adopt methods that promote reading in fun and engaging ways. The speed-reading technique is an effective tool for gradually developing the reading ability of primary school students. This technique enhances not only students' reading speed but also their comprehension, vocabulary expansion, and concentration skills. Through this approach, students' interest in learning increases, helping them achieve academic success.

Key words: foundational literacy, speed reading, teachers, parents, students, technology, libraries, role-playing, sentences, Print-rich environment, story-telling, comprehension skills, digital tools.

Introduction

Reading is a vital skill that forms the foundation for a child's academic success and personal growth. For primary school students, mastering reading is particularly important as it influences their ability to understand subjects like mathematics, science, and social studies. Developing this skill requires careful planning, patience, and strategies tailored to young learners' needs. In primary school, children are at a critical stage of learning where their brains are rapidly developing. Strong reading skills help improve their vocabulary, language comprehension, and overall cognitive abilities. Moreover, confident readers are better equipped to participate in class activities, engage in discussions, and express their thoughts clearly. On the other hand, children who struggle with reading may face difficulties in other subjects, which can lead to frustration and low self-esteem. Therefore, building strong reading foundations early is crucial for ensuring their long-term academic success.

There are some effective strategies for developing reading skills. The first one is creating a print-rich environment. Primary school classrooms should be filled with printed materials such as posters, labels, and word walls. For example, labeling classroom objects like "door," "window," and "clock" helps children associate written words with real-world objects. Such constant exposure helps young learners recognize letters, expand their vocabulary, and improve comprehension. Another one is establishing classroom libraries and reading corners. Creating a cozy and inviting reading space in the classroom encourages children to explore books on their own. Classroom libraries should offer colorful, age-appropriate books that cater to students' interests. Teachers can also create a hanging library by clipping books to a string, making them easily accessible. To ensure variety, books can be replaced every two weeks to keep students engaged. Digital tools like the ReadAlong app provide interactive learning experiences that help improve reading skills. Through gamified features, children practice pronunciation, build fluency, and develop comprehension skills. Since this app can function offline, parents and teachers can control screen time while ensuring children access safe content. Primary school students are more likely to enjoy reading when they can choose books based on their interests. Allowing them to explore topics they love — whether it's animals, fairy tales, or adventure stories — boosts their motivation and fosters a positive attitude toward reading. For primary school students, both teachers and parents play crucial roles in nurturing reading skills. Teachers can organize group reading sessions, storytelling activities, and role-play games to build students' confidence. Parents, meanwhile, can support reading habits at home by reading aloud, discussing stories, and encouraging their children to ask questions about what they read.

An elementary grade speed reading is reading that promotes conscious comprehension. A reading pace that matches the pace of speaking is a normal speed. Reading too fast and reading too slowly make it difficult to understand the content of the text. Reading speed is determined by the number of words I read per minute. An effective way to develop speed reading skills in primary grades is working on the text. First of all, the child should be introduced to the text. Preparation for speed reading of the text consists of following the following. The development of speed reading skills in primary school students is achieved through various

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exercises. Such exercises include "Find the Word," "Pay Attention and Observe," "Collect Words Starting with Vowels," and "Forward and Reverse Reading" activities. "Find the Word," "Pay Attention and Observe" type of exercises includes finding the required word from the text, giving a title to the text, finding and underlining words that start with vowels from the text, finding words that start with consonants from the text, identifying and separating incomplete sentences in the text, observing and reading the text quickly through a transparent sheet, identifying and separating incomplete words from the text, assigning tasks that focus on directing attention to the text and developing observation skills.

In "Finding the required word from the text" exercise, students are asked to find words that start with vowels from the text within 1 minute and underline them with a pen. The student who finds the most words is considered the winner. This sharpens their word recognition skills and reinforces phonics knowledge. When students do identifying and separating incomplete sentences in the text, students read the text and identify sentences that are incomplete or unfinished. This task encourages better understanding of sentence structure. These activities are highly effective for improving key reading skills in young learners. Exercises like finding specific words or identifying those that start with vowels or consonants enhance word recognition and develop scanning abilities. Tasks that involve reading through a transparent sheet or giving a title to the text encourage focus, comprehension, and critical thinking. Identifying incomplete words or sentences helps students understand sentence structure and improves their vocabulary. By practicing these tasks regularly, students naturally develop faster reading skills while maintaining comprehension. These activities also make learning more engaging and enjoyable, boosting students' confidence and motivation. When applied consistently, they contribute significantly to improved reading fluency and overall academic success.

Conclusion

Developing reading skills in primary school students requires a combination of effective strategies, engaging activities, and a supportive learning environment. By making reading fun, encouraging independence, and using interactive methods, educators and parents can help young learners become confident, enthusiastic readers. With these efforts, children can develop strong literacy skills that will serve them throughout their education and beyond. The use of targeted exercises such as "Find the Word," "Pay Attention and Observe," and identifying incomplete sentences plays a significant role in improving word recognition, comprehension, and focus. These activities not only strengthen essential reading skills but also make the learning process more engaging and enjoyable. By incorporating these techniques consistently, educators can effectively support students in building reading fluency, boosting their confidence, and achieving academic success.

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TA'LIM MAQSADLARINI LOYIHALASHTIRISHNI INGLIZ TILINI O'QITISH JARAYONIGA TADBIQ QILISH MASALALARI

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Annotatsiya:

Mazkur maqolada umumiy o'rta ta'lim tizimida ingliz tilini o'qitish jarayonida ta'lim maqsadlarini loyihalashtirishning nazariy-metodologik asoslari va ularni amaliyotga tatbiq etish masalalari yoritilgan. Muallif pedagogik innovatsiyalar va zamonaviy texnologiyalarning o'quvchilarda o'quv-biluv motivatsiyasini oshirish, bilish faoliyatini rivojlantirish, ta'limga mas'uliyatni kuchaytirishdagi o'rnini atroflicha tahlil qiladi. Shuningdek, ingliz tili o'qituvchisining loyihalash kompetensiyasini shakllantirish, ta'lim jarayonini bosqichma-bosqich modellashtirish va ilg'or interfaol uslublarni joriy etish zaruriyati asoslab beriladi. Maqolada xorijiy va mahalliy tajriba, me'yoriy-huquqiy asoslar va raqobatbardosh shaxsni shakllantirishga qaratilgan zamonaviy yondashuvlar o'rganilgan. Loyihalash texnologiyalarini ingliz tilini o'qitish jarayoniga integratsiyalash orqali dars samaradorligini oshirish imkoniyatlari ochib beriladi.

Kalit so'zlar: ta'lim maqsadlarini loyihalashtirish, pedagogik innovatsiyalar, ingliz tili o'qitimi, o'quv-biluv faoliyati, motivatsiya, zamonaviy ta'lim texnologiyalari, interfaol uslublari, kompetensiya, loyihalash texnologiyasi, umumiy o'rta ta'lim.

XX asr boshlarida yuzaga kelgan yangiliklarni faoliyatga kiritish, tadbirida qo'llash ta'lim sohasini yangi pag'onaga olib chiqdi. Ma'lumki, yangiliklarni qo'llash, dastlab mahsulot ishlab chiqarish sohalarida amal qilgan va natijada, texnik yangiliklarni kiritish qonuniyatlari o'rgana boshlandi. Shunday qilib, sohaga yangiliklar kiritish haqidagi fan – innovatika paydo bo'ldi.

Innovatika ta'sirida turli sohalar, jumladan, ta'lim - maktab ta'limini yangilashga say-harakat qilgan turli ijtimoiy-pedagogik qarashlar va harakatlar vujudga kela boshlaydi". Mazkur jarayonlarda olimlar e'tibori quyidagi asosiy yo'nalishlarga, ya'ni, yangi pedagogik tizimlar va ular unsurlarini ta'lim amaliyotiga joriy etish, ta'lim sohasida yangi boshqaruv texnologiyalarini va dasturlashgan tizimlarni joriy etishga qaratilgan.

Ma'lumotlarga qaraganda, pedagogik innovatsion jarayonlarda ta'lim maqsadlarini loyihalash G'arbda 1970 yillar oxirlaridan, mamlakatimizda esa mustaqillikka erishilganidan so'ng olimlar tomonidan maxsus o'rganila boshlangan. Jahon pedagogik-ilmiy jamoatchiligining mavzuga qiziqishi maxsus innovatsion xizmat, nashriyot, jurnallarda innovatsion maqolalar ko'rinishida bo'lmoqda. Xususan, YUNESKO huzurida ta'limni rivojlantirish Osiyo pedagogik innovatsiyalar markazi mavjud bo'lib, jahonning turli mamlakatlaridagi pedagogik yangiliklarni umumlashtirib, ta'lim masalalari bo'yicha xalqaro byuro bilan birgalikda, pedagogik jamoatchilikka maxsus nashrlarda ular haqida ma'lumotlar tarqatadi.

BMTning "Ming yillik deklaratsiyasi" doirasida 2021-2030 yillar uchun mo'ljallangan "O'rtacha tezlik strategiyasi" ("Medium-Term Strategy for 2021-2030")da esa mazkur davrda o'qitish jarayonini faollashtirish, ta'lim sifatini oshirish, mutaxassislarni kasbiy tayyorlashning yagona malaka talablarini ishlab chiqish asosida til o'rganish kompetentlik darajasini dinamik oshirish xaritasiga erishildi.

Loyiha - (lotin tilida: "projekt"- "oldinga tashlangan", "andoza") -insonlarning jamoaviy, tashkiliy, mustaqil izlanishga undovchi, muayyan maqsadga yo'naltirilgan faoliyat shaklidir.

Loyihalash - maqsadga yo'naltirilgan faoliyat bo'lib, qo'yilgan muammoning yechimini topishga qaratiladi va uni o'zgartirish yo'llari va yechimlarini topishga zamin yaratadi.

Ta'lim sohasida amalga oshirilgan loyihalarning o'quv-tarbiya jarayonida qo'llanilishi darslarni samarali tashkil etishga, yoshlarning muhim hayotiy yutuq va muammolariga o'z munosabatlarini bildirishlariga intilishlarini qondirib, ularni fikrlashga, o'z nuqtai nazarlarini asoslashga imkoniyat yaratadi va ingliz tilini o'qitishda samarali natijalarni beradi. Shu maqsadda, respublikamizning umumiy o'rta ta'lim maktablarida madaniy, ta'limiy va ijtimoiy-iqtisodiy munosabatlarning integratsiyalashuvi xalqaro muloqot va davlatlararo kommunikatsiyaning asosiy vositasi sifatida ingliz tilini o'rganishda ta'lim maqsadlarini loyihalash texnologiyalarini takomillashtirishni talab qilmoqda va bu yuzidan, kelajakda yuqori malakali kadrlarni tayyorlashning asosiy omili sifatida ta'lim muassasalarida ularni tatbiq etishga imkon beradigan moddiy-texnik bazalar yaratilib, o'quv sinflari xorijiy tillarni samarali o'rganishga yordam beradigan zamonaviy texnik uskunalar va axborot-kommunikatsiya vositalari bilan ta'minlanmoqda.

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O'quv-biluv faoliyati - o'qituvchi tomonidan belgilangan ta'lim maqsadlariga erishish uchun o'quvchilar tomonidan o'quv topshiriqlarini (bu holatda: ingliz tilidan mashqlarni) bajarish asosida o'z-o'zini rivojlantirish faoliyati.

O'quv-biluv faoliyati ikki ma'noda ishlatiladi:

1) agar, o'quvchi yangi bilim, ko'nikma va malakalarni egallasa, amaliy jihatdan yangi kompetensiyalarni qo'lga kiritisa, u holda o'quv faoliyati amalga oshgan bo'ladi;

2) motivatsiyaga asoslangan bilish jarayonlari ostida kechadigan ta'limiy jarayon hisoblanadi.

Bugungi kunda ingliz tili o'qituvchisi o'z pedagogik faoliyatini pedagogik innovatsiya asosida tashkil eta bilishi hamda boshqarishi, o'z pedagogik faoliyati uchun zarur bo'lgan pedagogik texnologiyalar va interfaol usullarni ishlab chiqqan bo'lishi, ularni kundalik faoliyatida ta'lim jarayoniga tatbiq eta olishi, pedagogik texnikaga ega bo'lishi, o'z faoliyatini loyihalashtira olishi, chet tili o'qitishning bosqichma-bosqich (step-by-step) yaxlit modelini yarata olishi zarur. Demak, ingliz tili o'qituvchisi zimmasiga yuklatilgan turli yangi mohiyatdagi vazifalar ko'lami juda keng bo'lib, ularning barchasini ilmiy-nazariy jihatdan asoslab berish lozim. O'zbekistonda ta'lim tizimining dunyoviy xarakterga ega ekanligi, bilimli bo'lish va shaxs iste'dodlarini rag'batlantirish kabi tamoyillar ham shuni taqozo etadi.

Ta'lim jarayonini loyihalashtirishning quyida asosiy 3 maqsadlari keltirilgan:

1.O'quvchilarda o'quv-biluv motivatsiyasini oshiradi;

2.O'quvchilarda bilish faoliyatini rivojlantiradi;

3.Tahsil oluvchilarning darsga tayyorgarligiga bo'lgan mas'uliyatini oshiradi va keyingi o'quv faoliyatiga rag'bat sifatida namoyon bo'ladi.

Ingliz tili o'qituvchilari ta'lim maqsadlarini loyihalashtirishda quyidagi vazifalardan kelib chiqib, o'z faoliyatini modellashtiradi:

-o'quvchilarda bilish faoliyatini rivojlantirish, qo'shimcha adabiyotlar bilan ishlash ko'nikmalarini shakllantirish, zamonaviy ta'lim texnologiyalar, kompyuter, Internet, HR va AI imkoniyatlaridan to'g'ri va unumli foydalanish ko'nikmalarini rivojlantirish;

- taqdim qilingan o'quv materialidagi eng muhim g'oyalarni saralash, tahlil qilish, qiyoslash ko'nikmalarini rivojlantirish;

- dars samaradorligini oshirish, o'rganilayotgan o'quv predmetiga zamonaviy ta'lim texnologiyalar orqali motivatsiya hosil qilish.

Zamonaviy loyihalangan darslar tahsil oluvchilar egallayotgan bilimlarni o'zlari qidirib topishlari, mustaqil o'rganib, tahlil qilishlariga hatto, xulosalarni ham o'zlari keltirib chiqarishlariga qaratilgan. O'qituvchi bu jarayonda shaxs va jamoaning rivojlanishi, shakllanishi, bilim olishi va tarbiyalanishiga sharoit yaratadi, shu bilan bir qatorda, boshqaruvchilik, yo'naltiruvchilik vazifasini bajaradi. Binobarin, ta'lim muassasalarining o'quv-tarbiyaviy jarayonida loyihalash texnologiyalarini takomillashtirishga alohida e'tibor berilayotgani alohida dolzarblik kasb etib, ta'lim jarayoniga tizimli faoliyat yondashuvini keng joriy etish imkoniyatini kengaytiradi.

Ingliz tilini o'qitishda loyihalash masalalari o'qituvchining ta'lim – tarbiya jarayonining maqsadlaridan boshlab, tashxis tizimini tuzish va bu jarayon kechishini nazorat qilishgacha bo'lgan texnologik zanjirni oldindan loyihalashtirib olishga undaydi.

Umumiy o'rta ta'lim maktablarida ingliz tili o'qituvchisining ta'lim maqsadlarini loyihalashi murakkab jarayon bo'lib, bunda o'qituvchi pedagog-tadqiqotchi sifatida o'z-o'zini takomillashtirishga intilish motivatsiyasini shakllantirishi lozim.

Pedagogik faoliyatda har qanday loyihalashning tayanch nuqtasi texnologik jarayon hisoblanadi. Binobarin, zamonaviy ta'limda ta'lim maqsadlarini loyihalash va tegishli texnologiyalardan foydalanish umumiy o'rta ta'limning ham mazmun ham tashkiliy tuzilmaviy jihatdan qayta ishlab chiqish masalasi bilan bevosita bog'liq holda hal etiladi.

Adabiyotlar va tadqiqotlar tahlilidan mamlakatimizda har tomonlama yetuk komil shaxsga doir milliy qarashlar aynan Yangi O'zbekiston poydevorini qurish yillarida demokratik va huquqiy qadriyatlar tizimida talqin qilinganligini ko'rish mumkin. Ta'lim jarayoni ham uning har bir bosqichida mana shu yangilangan mohiyatni, innovatsion mazmunni yoshlar tafakkuriga singdirishi va ularni raqobatbardosh qilib jamiyatga yetishtirib berishi taqozo qilindi. Yangi bosqichda barkamol shaxs shakllanishiga doir barcha vazifalarni bir to'xtamga keltirish, mazkur maqsadning nazariy va amaliy jihatlarini ishlab chiqish, oliy ta'lim tizimi uchun joriy etish mexanizmlarini belgilash kabi vazifalar ham dolzarblik kasb eta boshladi.

Umumiy o'rta ta'lim maktab o'quvchilarining umuminsoniy qadriyatlar, xalqimizning boy madaniyati bilan tanishtirish, ularda bilimlarni egallash ko'nikma va malakalarini oshirishga bo'lgan talablarni shakllantirish, estetik tushunchalarni kamol toptirish, ta'lim oluvchilarning ijodkorligi, iqtidorini yuzaga chiqarish, ularni qo'llab-quvvatlash uchun shart-sharoit yaratishda ta'limiy texnologiyalarning o'rni beqiyos. Shu sababli, bugungi tez o'zgaruvchan sharoit o'quvchilarda tashabbuskorlik, dinamiklik va konstruktivlik, yangilikka

intiluvchanlik kabi sifatlarni shakllantirishni taqozo etadi. Ingliz tili o'qituvchisi butun hayoti davomida mustaqil ta'lim olishga intiluvchan, yangi texnologiyalarni egallagan va ulardan foydalanishni tushunishi, mustaqil qaror qabul qila oladigan ijtimoiy va bo'lajak kasbiy muhitga moslashuvchi, stressli (hayajonli) holatlarga tayyor va ulardan tez chiqa oladigan bo'lishini talab qiladi.

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LANGUAGE ACQUISITION IN A MULTILINGUAL ENVIRONMENT

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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: multilingualism, language acquisition, cognitive flexibility, metalinguistic awareness, code-switching, bilingual education, cross-linguistic transfer, multilingual learners, language differentiation, social factors in language learning.

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 tasks³.

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 proficiency⁴.

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 acquisition⁵.

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 language⁶.

Educational Implications: Effective multilingual education requires tailored instructional strategies that recognize the unique needs of multilingual learners. Educators should incorporate practices that enhance cross-linguistic transfer and support the development of each language individually⁷.

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

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³ Bialystok E., Reshaping the mind: The benefits of bilingualism. *Canadian Journal of Experimental Psychology*, 65(4), 2011. 229-235.

⁴ Cummins J., Language, power, and pedagogy: Bilingual children in the crossfire. *Multilingual Matters*. 2000.

⁵ Grosjean F., *Bilingual: Life and reality*. Harvard University Press. 2010.

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⁷ Genesee, F., & Lindholm-Leary, K. (2013). Two case studies of content-based language education. *Journal of Immersion and Content-Based Language Education*, 1(1), 3-33.

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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TIL O'RGANISHDA TEXNOLOGIYANING TALABALAR MOTIVATSIYA VA BILIMINI SAQLAB QOLISHDAGI AHAMIYATI

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Annotatsiya:

Ushbu maqolada talaba va yoshlarning til o'rganishga bo'lgan qiziqishi, ishtiyoqi, shuningdek, xorijiy tillarni oson va samarali o'rganishdagi innovatsion texnologiyalarning roli va uning qay darajada muhimligi ilgari surilgan. Shu bilan birga, o'quv jarayonlarida turli xil metodlardan foydalanish haqida so'z boradi.

Kalit so'zlar: Innovatsion, texnologiya, metodika, sun'iy intellekt.

Guvohi bo'lganimizdek, bugungi kunda chet tilini o'rganishga bo'lgan talab kundan-kunga jadal rivojlanib bormoqda. Mustaqillikka erishganimizdan so'ng, yurtimiz har taraflama rivojlana boshladi. Jumladan, internet shu darajada rivojlandi-ki, uning yordamida yoshlar o'ziga kerak bo'lgan barcha qulayliklarga ega bo'lish imkoniyatiga muvaffaq bo'ldilar. Hozirda barcha viloyatlardagi maktab, kollej, litsey va oliy o'quv yurtlari yoyinki, maktabgacha ta'lim muassasalari ham zamonaviy texnologiya vositalari bilan ta'minlanganini ko'rishimiz mumkin. Yoshlarimizda yuqori rusumdagi kompyuterlar orqali internetdan foydalanib, istalgan vaqtgacha dars qilish imkoniyati mavjud. Bu kabi imkoniyatlar, mamlakatimizda texnologiyaning sezilarli darajada oshayotgani yoshlarimizning motivatsiyasini yanada oshirsa hech gap emas. Chunki internet, kompyuter, telefon va shu kabi texnologiyalar har taraflama qulaylik yaratdi desak mubolag'a bo'lmaydi, masalan, hozirda yoshlarda masofadan turib bilim olish imkoniyati mavjud, ya'ni, online darslar tashkil etilgan. Bundan kelib chiqadiki biz yoshlar o'zimiz xohlagan vaqt va kurslarda ishtiyoq bilan bilim olish ko'nikmalariga egamiz. Web 2 vositalarining paydo bo'lishi va ularning ko'payishi o'qituvchilarning pedagogik amaliyoti va o'quvchilarning o'rganish strategiyalarini o'zgartirib yubordi. Lamb (2017) ta'kidlashicha, rivojlangan mamlakatlarda, raqamli texnologiyalarining rivojlanishi chet til o'qitish metodologiyasida eng muhim innovatsiya manbai hisoblanadi. Uning fikriga ko'ra, texnologiyalarning o'qitish jarayonidagi motivatsion xususiyatlari ularning ta'lim sifatiga ta'sir qiluvchi asosiy omillardan biri hisoblanadi. Shuning uchun texnologiyalardan foydalanishning ikki asosiy maqsadi mavjud:

1. O'rganilgan bilimlarni real hayotda qo'llash imkoniyatini oshirish.
2. O'quvchilarni o'quv jarayoniga jalb qilish va ularning motivatsiyasini oshirish.

Motivatsiya haqida Brofi (2004) shunday ta'rif beradi: "...motivatsiya – bu biror xatti-harakatni boshlash, uning yo'nalishi, shiddati, barqarorligi va sifatiga ta'sir qiluvchi nazariy tushuncha bo'lib, ayniqsa maqsadga yo'naltirilgan xatti-harakatlar uchun muhimdir...". Haqiqatdan ham, motivatsiya o'quvchining kursda qanchalik faol qolishi, uning darslardagi ishtirok darajasi, bajargan ishlari sifati va erishgan yutuqlariga bevosita ta'sir ko'rsatadi (Maggie Hartnett, 2016).

Karsanti (1999) motivatsiyani tashqi va ichki kuchlar ta'sirida shakllanadigan, shaxsning fikrlash, his-tuyg'u va xatti-harakatlariga ta'sir qiluvchi jarayon deb ta'riflaydi.

Lamb (2017) texnologiyalarni chet til o'qitishda motivatsiyani oshirishdagi asosiy afzalliklarini quyidagicha ta'riflaydi:

- O'quvchilar uchun ko'proq avtonomiya va individual yondashuv;
- Yangi muloqot imkoniyatlari;
- Shaxsiyat rivojlanishi;
- O'quvchilarning mavjud IT ko'nikmalaridan foydalanish;
- Mazmunga yo'naltirilgan ta'lim (content-based instruction);
- Madaniylarao kontent;
- Motivatsion o'quv vazifalarini yaratish;
- Chet tilning (L2) ahamiyatini oshirish;
- Baholashning alternativ shakllari.

Ko'plab tadqiqotlar ko'rsatishicha, o'qituvchilar va tadqiqotchilar turli dasturlar va ilovalardan motivatsiya bilan bog'liq muammolarni hal qilish uchun foydalanib kelishgan. Adabiyot tahlili asosida texnologiyalar quyidagi to'rt toifaga ajratilgan:

1. Web vositalari, servislar va ilovalar;

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2. O'yinlar va virtual muhitlar (MUVEs);
3. Muloqot vositalari;
4. Mobil texnologiyalar.

2012-yil 10-dekabrda qabul qilingan "Chet tillarini o'rganish tizimini yanada takomillashtirish chora-tadbirlari to'g'risida"gi qaror bu borada muhim omil bo'lib xizmat qildi.

"Sun'iy aql va tillarni o'rganish" maqolasida B.Skinner tilni osonlik bilan o'rganishda kompyuterning roli muhimligini ta'kidladi. Kompyuter bilan ishlash o'z ustida ishlash uchun muhimdir. Zamonaviy texnologiyalar yordamida tilni o'rganishda, talabalar ma'lumotlarga munosabat bildirishni o'rganadilar va ma'lumotlarni sust ya'ni noaniq joylarini tahlil qila oladilar. Texnologiya faqatgina zamonaviy ta'lim uchungina xos emas, balki u kelajakning zamonaviy va yangi ta'limini amalga oshiruvchi o'rtadagi manbadir.

Xulosa o'rnida aytishimiz mumkinki, biz XXI asr innovatsion texnologiyalar davrida yashar ekanmiz, ushbu qulayliklardan oqilona foydalanishimiz lozim chunki, chet tillarini barcha uchun tushunarli tarzda o'rgatishimiz dardkor. Davlatimiz rahbari Shavkat Miromonovich Mirziyoyev biz yoshlarni kelajakda vatanimiz ravnaqiga hissa qo'shishimiz uchun ulkan islohotlar qilmoqdalar. Mutaxassislar tayyorlash, ularning malakasini oshirish ham dolzarb hisoblanadi.

Davlatimizning jahon mamlakatlari bilan olib borayotgan iqtisodiy, siyosiy, madaniy va ma'rifiy aloqalari kuchayib borayotgan bir paytda yoshlarimizning xorijiy mamlakatlar hayoti, madaniyati, urf-odatlarini, tiliga bo'lgan qiziqishlari ortib bormoqda. Bu aloqalarning rivojida chet tillarining o'rnini beqiyosdir.

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O'QUVCHILARNING INGLIZ TILIDAGI LUG'AT BOYLIGINI OSHIRISHDA AXBOROT KOMMUNIKATSION TEKNOLOGIYALARINING O'RNI

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Annotatsiya:

Ushbu maqolaning asosiy maqsadi o'quvchilarda lug'at boyligini oshirishda axborot kommunikatsion texnologiyalardan foydalanishning ahamiyatini ko'rsatib berishdan iborat. O'quvchilar e'tiborini tortishda o'qituvchilarga qo'l keladigan ba'zi usullar haqida ham qisqacha yoritib berilgan.

Kalit so'zlar: Axborot kommunikatsion texnologiyalar, elektron doska, kompyuter, noutbuk, o'quv materiallari, texnologiya, chet tillari, lug'at boyligi, zamonaviy texnologiyalar.

Chet tillarini o'rganish yangi madaniyatlar va sayohat istiqbollarini ochib beradi, shuningdek istiqbolimizni kengaytiradigan hayajonli sayohatni taklif etadi (2024:3). Ta'lim texnologiyalarining integratsiyasi turli xil o'quvchilar, jumladan, nogiron yoki til to'siqlari bo'lgan o'quvchilarni joylashtirish uchun vositalar va resurslarni taqdim etish orqali inklyuzivlik va qulaylikni qo'llab-quvvatlaydi (2024:4). Bugungi kunda chet tillarini o'rganish talab darajasiga chiqqani sir emasdir. Hozirda mustaqillik davri farzandlari kamida 2 ta chet tilini o'rganishni o'z oldilariga maqsad qilib oladilar. Buning uchun ona diyorimizda shart-sharoitlar keng miqyosda yaratilgandir. Bolalar 1-sinfga qadam qo'ygandan boshlab, rus va ingliz tili bilan tanishishni boshlaydilar. Shu bilan birga bu tillarni o'qitish 11-sinfga qadar davom etadi. Bu jarayon davomida o'quvchilar eng kamida (B1) darajagacha shu tillarni o'zlashtirish imkoniyatiga ega bo'ladilar. Xususiy makatblar va Oliy ta'lim muassasalarida esa qo'shimcha ravishda nemis, fransuz, italyan, turk, arab va boshqa tillar o'qitiladi. Har bir tilni o'rganish muayyan bir jarayon talab etadi. Misol uchun, birona chet tilini o'rganishda grammatika va so'z boyligi katta ahamiyat kasb etadi. Grammatika bu gaplarni tuzilish tarkibini qoidalaridir. So'z boyligi esa ma'lum bir tildagi so'zlardir. Barchamizga ma'lumki, insonda ma'lum bir tildagi so'z boyligi mavjud bo'lmasa, bu yerda grammatikadan foydalanishning hech qanday ahamiyatli jihati yo'qdir. Bugungi texnologiya asrida axborot kommunikatsion texnologiyalarni har bir sohada o'z o'rnini topishga ulgurdi. Shu bilan birga, chet tillarini o'rganishda ham axborot kommunikatsion texnologiyalarning o'rni beqiyosdir.

Chet tillarini o'qitishda axborot kommunikatsion texnologiyalaridan foydalanish o'quv materiallarini "vizuolizatsiya" qilish ya'ni uni "jonlantirish", vizual sayohat qilish qobiliyati, boshqa yo'llar bilan ko'rsatib bo'lmaydigan hodisalarni tasavvur qilish qobiliyati bilan bog'liq didaktik imkoniyatlarni ochib beradi. Bu esa o'rganish jarayonining samarali va jonli bo'lishiga imkoniyat yaratadi. Lug'at boyligini oshirishda axborot kommunikatsion texnologiyalarning roli kattadir. Yangi so'zlarni o'rganish jarayoni barcha o'quvchilar uchun bir xil tarzda kechmaydi. Chunki o'quvchilar orasida o'zlashtirishi sust o'quvchilar ham yo'q emas. Axborot kommunikatsion texnologiyalari yordamida esa barcha o'quvchilar bir xil va samarali tarzda o'rgana olishadi (2014). Chunki ular zamonaviy texnologiyalardan foydalanish orqali, ma'lum bir so'zning oddiygina tarjimasini bilan emas, tasviri orqali eslab qolishadi. Olimlarning fikricha, odam eshitgan narsaning 20 foizini va ko'rgan narsaning 30 foizini ko'rgan va eshitgan narsasining 50 foizidan ortig'ini bir vaqtning o'zida eslab qoladi. Shunday qilib, jonli tas'virlash yordamida yangi so'zlarni idrok etish va eslab qolish jarayonini osonlashtirish har qanday tasvirning asosidir. Misol uchun oddiygina "banan" mevasining ingliz tilidagi tarjimasini aytishdan ko'ra, kompyuter, noutbuk, yoki elektron doskadan foydalanib, "banan" mevasining rasmi va ingliz tilidagi tarjimasini ko'rsatish samaraliroq bo'ladi (2013). Rasmning pastgi qismiga shu mevaning audio yozuvi joylab qo'yilsa, bunda o'quvchilar bira to'la shu so'zning qanday talaffuz qilinishini ham o'rganisha olishadi. Bu an'anaviy ta'lim tizimidagi yangi so'zlarni o'rgatish metodikasidan afzalroqdir. An'anaviy ta'lim tizimida so'zlarni o'rgatishda tarqatma materiallardan ham foydalaniladi. Bu usul ham juda samaralidir. Ammo, yangi so'zlarni o'rgatishda axborot kommunikatsion texnologiyalardan foydalanishning afzalligi yondashuvning noodatiyligi va kompyuter bilan ishlashga qiziqish tufayli o'rganish sifatining oshishidir. Shuning uchun ham xalq ta'limi vazirligi tomonidan umum ta'lim maktablarini kompyuter texnikasi bilan jihozlash, kompyuterning eskirgan modellarini ekspluatatsiyadan chiqarish bo'yicha keng qamrovli ishlar amalga oshirilmoqda. Buning uchun xalqaro moliya institutlarning kredit grantlari jalb qilinmoqda.

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O'quvchilarning chet tillardagi lug'at boyligini oshirishda axborot texnologiyalarning o'rni ahamiyatlidir. Axborot kommunikatsion texnologiyalarga bo'lgan qiziqish orqali o'quvchilar yangi so'zlarni tez va samarali ravishda yod olish imkoniyatiga ega bolishadi.

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EFFECTIVE WAYS OF USING A TASK-BASED APPROACH IN TEACHING SPEAKING FOR EFL LEARNERS

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Abstract:

This article explores the effectiveness of employing a task-based approach in teaching speaking skills to English as a Foreign Language (EFL) learners. It discusses the rationale behind the task-based approach and outlines various strategies and techniques that can be utilized to enhance learners' speaking proficiency. The article emphasizes the importance of authentic, meaningful, and interactive tasks in fostering communicative competence among EFL learners. Additionally, it highlights the benefits of incorporating real-world contexts, learner autonomy, and formative assessment in task-based speaking instruction. The findings underscore the significant role of task-based approaches in promoting active engagement, fluency, accuracy, and confidence in EFL speaking classrooms.

Key words: speaking, task-based approach, fluency, accuracy, confidence, engagement.

Exploring foreign languages offers a thrilling journey that unveils new cultures and travel prospects, broadening our perspectives.(2024:7) The integration of educational technologies supports inclusivity and accessibility by providing tools and resources to accommodate diverse learners, including those with disabilities or language barriers.(2024:6) The instruction of speaking skills in EFL environments has transitioned from conventional methods to more communicative and learner-centered approaches. The task-based approach has garnered significant attention for its emphasis on authentic communication and the integration of language skills. This article seeks to examine successful methods for employing a task-based strategy to improve speaking proficiency in EFL learners.[1,225].

Task-Based Language Teaching (TBLT) is an educational methodology that prioritizes significant communication via tasks instead of explicit grammar instruction. Research and classroom practice indicate that Task-Based Language Teaching (TBLT) is exceptionally efficient in enhancing students' speaking abilities for many reasons:

TBLT, in contrast to conventional approaches that emphasize grammatical precision, promotes students' concentration on fluency and meaning during verbal communication. This alleviates anxiety and fosters organic dialogue. Tasks are structured to mirror real-life scenarios, enhancing the relevance and motivation of language use for learners. Participating in activities like role plays, conversations, and problem-solving exercises enhances students' confidence in speaking. TBLT frequently incorporates pair or group activities, which promote interaction. Collaborative task completion among students fosters spontaneous speech, facilitates meaning negotiation, and enhances their capacity for effective concept expression. TBLT primarily emphasizes fluency while also incorporating corrective input seamlessly. Educators and classmates can offer feedback post-task, assisting students in enhancing their grammar and pronunciation without disrupting their verbal fluency.

Assignments necessitate that students engage in critical thinking, strategize, and articulate their viewpoints, so augmenting their capacity to generate substantive discourse. This results in more autonomous and self-assured speakers. Students retain language more effectively when employed in relevant circumstances rather than through rote memorization. The communicative essence of TBLT guarantees that students preserve vocabulary and structures via practical application. Research indicates that students engaged in Task-Based Language Teaching exhibit superior speaking skills relative to those instructed using conventional grammar-focused approaches. Students further indicate increased enthusiasm and less nervousness throughout speaking exercises.[4,38].

TBLT is an efficacious method for enhancing pupils' speaking abilities by rendering language acquisition dynamic, significant, and communicative. Engaging pupils in real-world projects fosters fluency, confidence, and the capacity to utilize language effortlessly across many contexts. Designating learners distinct tasks and scenarios to enact, such as placing food orders in a restaurant, securing hotel reservations, or performing job interviews. This exercise promotes learners' participation in genuine communication and the practice of particular speaking functions.

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Supplying learners with varied information sets or partial texts, such as brochures, maps, or schedules, and facilitating their collaboration in pairs or groups to share information and accomplish the task. This task facilitates information exchange, negotiation, and collaboration.[5,145].

Engaging learners with authentic challenges or difficulties, such as exploring sustainable solutions for environmental concerns, debating the advantages and disadvantages of technology in society, or generating ideas for community enhancement initiatives. This task promotes critical analysis, debate, and the articulation of viewpoints. Developing virtual environments that replicate authentic situations, such as a job interview, a group gathering, or a press conference. Students adopt designated roles and engage with one another correspondingly, honing their professional communication abilities and language proficiency.

Facilitating debates or discussion panels on contemporary issues or contentious subjects, wherein participants articulate their viewpoints, present arguments, and engage in courteous discourse. This assignment promotes critical thinking, persuasion, and proficient communication. Tasking students with the creation of presentations, movies, or podcasts on subjects of interest, including cultural practices, travel locations, or scientific findings. This work entails investigating, arranging material, and presenting it in a multimedia way, thereby boosting both verbal and computer literacy skills.

Motivating learners to convey personal experiences, interests, or knowledge to their peers via brief presentations, storytelling sessions, or group debates. This work fosters significant contact, cultural exchange, and the establishment of interpersonal bonds. Assigning learners to roles as interviewers and interviewees, allowing them to alternate in posing and responding to inquiries on designated subjects, such preferred literature, travel experiences, or professional ambitions. This task enhances interview skills, listening comprehension, and the capacity to deliver cohesive responses.

In conclusion, utilizing a task-based method in teaching speaking to EFL learners presents numerous advantages. By offering students genuine and significant assignments, promoting active participation, and integrating formative evaluation, educators can cultivate communicative competence, fluency, and confidence in their speaking skills. Task-based speaking education enables learners to engage in authentic communication, equipping them for significant encounters outside the classroom.

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XORIJIY TILLARNI O'QITISHDA YOZMA VA OG'ZAKI KOMMUNIKATSIYANI BIRLASHTIRISH METODIKASI

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Annotatsiya:

Ushbu tezisda chet tillarni o'qitishda yozma va og'zaki muloqotni integratsiyalash metodikasi o'rganilgan. An'anaviy yondashuvlar ko'pincha bu ko'nikmalarni bir-biridan ajratib turadi, ammo samarali muloqot ularning uzviy bog'liqligini talab qiladi. Korpus tahlili, sinf tajribalari va sifatli tadqiqotlarni o'z ichiga olgan aralash usullar yondashuvidan foydalangan holda, tadqiqot vazifalarga asoslangan ta'lim va raqamli vositalar kabi pedagogik strategiyalarni o'rganadi. Natijalar shuni ko'rsatadiki, yozma va og'zaki ko'nikmalarni uyg'unlashtirish ravonlik va izchillikni oshiradi, umumiy muloqot kompetensiyasini takomillashtiradi. Tadqiqot o'qituvchilar va o'quv dasturlarini ishlab chiquvchilar uchun amaliy tushunchalar taqdim etib, tilni yanada samarali o'rgatishga hissa qo'shadi.

Kalit so'zlar: yozma muloqot, og'zaki muloqot, kommunikativ kompetensiya, multimodal yondashuv, yozma-og'zaki transformatsiya.

Kirish

Chet tilida samarali muloqot yozma va og'zaki nutqni talab qiladi, ammo an'anaviy til ta'limi ko'pincha bu ko'nikmalarni alohida ko'rib chiqadi. Yozish va gapirish alohida kognitiv va lingvistik jarayonlarni o'z ichiga oladi, ammo real hayotdagi o'zaro munosabatlarda ular ko'pincha bir-birini to'ldiradi. Og'zaki va yozma nutq o'rtasida o'tish qobiliyati akademik, kasbiy va ijtimoiy muloqot uchun zarurdir. Biroq, chet tilini o'qitishda ushbu ko'nikmalarni tizimli ravishda birlashtiradigan keng qamrovli metodikalar mavjud emas.

Kommunikativ tilni o'qitish (Communicative Language Teaching – CLT), vazifalarga asoslangan til o'rganish (Task-Based Language Teaching – TBLT) va raqamli pedagogika sohasidagi so'nggi yutuqlar yanada yaxlit yondashuv zarurligini ko'rsatmoqda. Tadqiqotlar shuni ko'rsatadiki, yozish va gapirishni birlashtirish ravonlik, izchillik va umumiy til kompetensiyasini oshirishi mumkin, ammo bu integratsiyani amalga oshirishning amaliy asoslari hali to'liq ishlab chiqilmagan.

Ushbu tezisda yozma va og'zaki muloqotning mavjud pedagogik yondashuvlari ko'rib chiqiladi, ularning o'zaro bog'liqligi o'rganiladi va ularni birlashtirishning samarali metodologiyasi taklif etiladi. Korpus tahlili, sinf tajribalari va sifatli tadqiqotlar kombinatsiyasidan foydalangan holda, tadqiqot o'quvchilarning ikkala usulda ham samarali harakat qilish qobiliyatini oshiradigan strategiyalarni aniqlashga qaratilgan. Natijalar chet tili pedagogikasiga hissa qo'shadi, chunki ular integratsiyalashgan o'qitish yondashuvi orqali kommunikativ kompetensiyani oshirishga intilayotgan o'qituvchilar, o'quv dasturlarini ishlab chiquvchilar va siyosatchilar uchun amaliy tavsiyalar beradi.

Asosiy

Qism Chet tillarni o'qitishda yozma va og'zaki nutqning integratsiyasi turli lingvistik va pedagogik doiralarda o'rganilgan, ammo yagona metodologiya hali ishlab chiqilmagan. Grammatik-tarjima usuli va audiolingvistik usul kabi an'anaviy yondashuvlar yozuv yoki nutqqa urg'u berib, ularning o'zaro bog'liqligiga to'liq e'tibor qaratmaydi (Richards & Rodgers, 2014). Bundan farqli o'laroq, kommunikativ til o'qitish (CLT) va vazifaga asoslangan til o'rganish (TBLT) ko'proq interaktiv va kontekstli o'rganishni qo'llab-quvvatlaydi, garchi ular ko'pincha yozma mahoratdan ko'ra og'zaki muloqotni ustun qo'yadi (Ellis, 2003).

So'nggi tadqiqotlar multimodal yondashuvning afzalliklarini ta'kidlaydi, bunda yozish va gapirish bir-birini kuchaytiradi (Hyland, 2016). Tadqiqotlar shuni ko'rsatadiki, yozma va og'zaki topshiriqlarni birlashtirish ravonlik, izchillik va umumiy muloqot kompetensiyasini oshiradi (Bygate & Samuda, 2019). Nutqdan matnga ilovalar va hamkorlikda yozish platformalari kabi raqamli vositalar ushbu integratsiya uchun yangi imkoniyatlar yaratadi (Stockwell, 2022). Biroq, ikkala ko'nikmani samarali muvozanatlashtiradigan tizimli o'qitish strategiyalarini ishlab chiqishda muammolar saqlanib qolmoqda.

Yuqorida aytilganidek, chet tilida samarali muloqot yozma va og'zaki ko'nikmalarni birlashtirishni talab qiladi. Til o'qitishning an'anaviy usullari ko'pincha bu kompetensiyalarni ajratib tursa-da, real hayotda muloqot qilish nutq va yozish o'rtasidagi uzluksiz bog'liqlikni taqozo etadi.

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Til o'rganishda yozma va og'zaki muloqot integratsiyasini bir nechta lingvistik va pedagogik nazariyalar qo'llab-quvvatlaydi, masalan, kommunikativ tilni o'qitish metodi o'zaro ta'sirni til o'rganishning asosiy vositasi sifatida ta'kidlaydi (Richards & Rodgers, 2014). U yodlashni emas, balki mazmunli muloqotni rag'batlantiradi, bu esa uni nutq va yozishni uyg'unlashtirish uchun munosib asosga aylantiradi. Vazifalarga asoslangan til o'rganish metodi esa mazmunli vazifalar orqali tildan real hayotda foydalanishga e'tibor qaratadi. Ham og'zaki, ham yozma nutqni talab qiladigan mashg'ulotlarni loyihalash orqali o'quvchilar kontekstual tarzda lingvistik ravonlik va izchillikni rivojlantirishi mumkin (Ellis, 2003).

Multimodal ta'lim nazariyasi shuni ko'rsatadiki, til o'rganish bir nechta sensor modalliklar (masalan, vizual, eshitish, kinestetik) ishtirok etganda eng samarali bo'ladi (Jewitt, 2009). Raqamli vositalar, hamkorlikda yozish va nutqni matnga aylantirish texnologiyalari integratsiyalashgan yondashuvni osonlashtiradi. Vigotskiyning (1978) nazariyasi til rivojlanishida ijtimoiy o'zaro ta'sirning ahamiyatini ta'kidlaydi. Hamkorlik muhitida og'zaki va yozma topshiriqlarni birlashtirish orqali o'quvchilar tengdoshlar yordami va asosli ta'limdan foydalanishlari mumkin.

Til o'rgatishda yozma va og'zaki muloqotni samarali birlashtirish uchun bir nechta strategiyalar mavjud:

Og'zaki matnni yozma matnga aylantirish

Bu usul og'zaki nutqni yozma shaklga aylantirishni o'z ichiga oladi, bu esa o'quvchilarga ikki modul o'rtasidagi tarkibiy farqlarni anglashga yordam beradi. Masalan, og'zaki dialoglarni yozma ravishda umumlashtirish, yozib olingan suhbatlarni varoqqa yozish va tahlil qilish, yoki og'zaki taqdimotlar asosida hisobotlar yozish mashqlarini amalda bajarish samarali natija berishi mumkin.

Yozma-og'zaki transformatsiya

O'quvchilar ravonlik va izchillikni oshirish uchun yozma matnlarni og'zaki nutqqa aylantiradilar. Masalan, yozma rivoyatlarni ovoz chiqarib o'qish va ularni qayta ifodalash, yozma insholardan og'zaki bayonlar tuzish, yoki yozma qaydlar yordamida munozaralar olib borish vazifalarini bajarishlari mumkin.

Integratsiyalashgan kommunikativ vazifalar

Chet tillarini o'qitish jarayonida bir vaqtning o'zida yozish va gapirishni talab qiladigan faoliyat turlaridan foydalanish mumkin. Masalan, ssenariy yozish va u asosida og'zaki podkast yaratish yoki qaydlar yoziladigan va keyinchalik insholarga aylantiriladigan guruh muhokamalarini amalga oshirish samarali natija berishi mumkin.

Raqamli va texnologik vositalar

Zamonaviy texnologiya yozma va og'zaki muloqotni birlashtirish uchun turli vositalarni taklif etadi, masalan, nutqni matnga aylantiruvchi dasturiy ta'minot (masalan, Google Docs ovoz bilan yozish), hamkorlikda yozish platformalari (masalan, Google Docs, Padlet), yoki videoga asoslangan ta'lim vositalari (masalan, Flipgrid, EdPuzzle) dan yozma va og'zaki muloqotni integrallashuvida yordam berishi mumkin.

Chet tilini o'qitishda yozma va og'zaki muloqotni integratsiyalash samaradorligini tahlil qilish uchun aralash usullar bilan tadqiqot yondashuvi tavsiya etiladi. Masalan, yozma va og'zaki muloqotdagi qonuniyatlarni aniqlash uchun autentik tildan foydalanishni o'rganish, integratsiyalashgan o'qitish strategiyalarini nazorat va tajriba guruhlarida sinab ko'rish, shuningdek, tushunchalar va muammolarni baholash uchun o'quvchilar va o'qituvchilar bilan suhbatlar va so'rovlar o'tkazish zarur.

Xulosa

Chet tillarni o'qitishda yozma va og'zaki muloqotning integratsiyasi o'quvchilarning umumiy kommunikativ kompetensiyasini rivojlantirish uchun zarurdir. An'anaviy til ta'limi ko'pincha bu ko'nikmalarni alohida ko'rib chiqsa-da, haqiqiy muloqot so'zlash va yozish o'rtasida uzluksiz o'tishni talab qiladi. Ushbu maqolada ushbu kompetensiyalarni tizimli va samarali tarzda birlashtirishning nazariy asoslari, pedagogik yondashuvlari va amaliy strategiyalari ko'rib chiqilgan. Natijalar shuni ko'rsatadiki, og'zaki-yozma va yozma-og'zaki transformatsiyalar, vazifalarga asoslangan ta'lim va raqamli vositalardan foydalanish kabi metodologiyalar til o'rganishda ravonlik, izchillik va faollikni oshiradi. Biroq, gapirish va yozish o'rtasidagi kognitiv farqlar, baholashning murakkabligi va motivatsion omillar kabi muammolarni ko'tarish usullari, integratsiyalashgan samaradorlikni baholash va interaktiv ta'lim muhitlari orqali hal qilish kerak. Kelajakdagi tadqiqotlar turli malaka darajalari va lingvistik kontekstlarda integratsiyalashgan metodologiyalarning ta'sirini baholaydigan uzoq muddatli tadqiqotlarga qaratilishi lozim. Og'zaki va yozma muloqotni birlashtirgan yaxlit yondashuvni qo'llash orqali o'qituvchilar o'quvchilarni tildan real hayotda foydalanishga yaxshiroq tayyorlab, ularning ham akademik, ham kasbiy muloqot ko'nikmalarini oshirishi mumkin.

Foydalanilgan adabiyotlar ro'yxati:

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INNOVATIVE TEACHING METHODS FOR TEACHING

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This article examines the concept of pedagogy, its methodologies, and contemporary strategies employed in education. The study emphasizes the significance of creative pedagogical strategies, learner-centric approaches, and digital technologies in improving the educational process. The study examines the obstacles encountered by educators in adjusting to modern educational requirements.

Key words: Teaching, Education, Innovative Methods, Digital Technologies, Learner-Centered Approach.

Teaching is among the oldest and most significant occupations, crucial in forming society. The function of a teacher extends beyond the mere transmission of knowledge; it includes guiding, motivating, and inspiring students. The teaching profession has experienced substantial modifications due to technological advancements and globalization. Currently, educators must employ creative pedagogical approaches to address the varied requirements of students. Exploring foreign languages offers a thrilling journey that unveils new cultures and travel prospects, broadening our perspectives.(2024:8) The integration of educational technologies supports inclusivity and accessibility by providing tools and resources to accommodate diverse learners, including those with disabilities or language barriers.(2024:9)

Conventional pedagogical techniques, including lectures and rote memorization, are being supplanted by more participatory and student-centered methodologies. Contemporary education underscores the significance of critical thinking, problem-solving abilities, and teamwork. This transition necessitates that educators embrace novel technologies and approaches to improve the educational experience.

This article aims to investigate different teaching approaches, assess their efficacy, and examine the incorporation of digital technologies into the educational process.

A multitude of studies has been undertaken to evaluate the efficacy of various pedagogical approaches. According to Brown (2020:2), interactive methods such as group discussions and project-based learning significantly improve students' engagement and academic performance. Similarly, Johnson & Smith (2019:3) argue that learner-centered approaches promote critical thinking and self-directed learning. As critical thinking is a good method to aid obtaining better comprehension of any text(2024:7).

Digital technology are integral to contemporary education. Digital platforms, virtual learning environments, and educational applications have enhanced the accessibility and flexibility of education. Miller (2021:4) asserts that the utilization of digital tools not only augments students' comprehension but also facilitates tailored learning experiences.

Nevertheless, incorporating technology into education presents numerous challenges. Anderson (2018:1) identifies several challenges, including insufficient technical skills among educators, restricted access to digital devices, and aversion to change. Comprehensive teacher training programs and sufficient resources are crucial to surmount these challenges.

This study's findings demonstrate that integrating classic and contemporary teaching approaches produces optimal outcomes. Practical activities, including group projects, case studies, and role-playing exercises, facilitate the development of problem-solving and communication skills in students. Digital systems such as Google Classroom and Zoom enable remote education and collaboration.

Furthermore, the research underscores the significance of teacher-student interaction in the educational process. Educators who offer consistent feedback and foster a nurturing educational atmosphere typically attain superior results. The study also emphasizes the need for continuous professional development to help educators adapt to new teaching technologies (2015:5).

In conclusion, teaching is a dynamic profession necessitating continual adaptation to evolving educational trends. The incorporation of novel methodologies and digital technologies can markedly improve the educational process. To attain excellent outcomes, educators require extensive training, resource accessibility, and continuous support. Future study should concentrate on creating effective teacher training programs and investigating innovative technologies that can enhance educational quality.

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O'ZBEK TILINI XORIJLIK TALABALARGA BOSHLANG'ICH DARAJADA O'RGATISHDA QO'LLANADIGAN MATNLAR VA ULARGA QO'YILGAN TALABLAR

N. Rasulov ¹

Annotatsiya:

Til ta'limi bugun har qachongidan muhim ahamiyat kasb etmoqda. Dunyoda va yurtimizda xorijiy tillarni o'qitish bo'yicha boy tajriba mavjud, ammo o'zbek tilini xorijiy til sifatida o'qitish bo'yicha tajribalar mukammal emas. Xususan, xorijlik talabalarga o'zbek tilini o'qitishda til bilishning boshlang'ich darajasida qaysi matnlardan foydalanish muammosi metodik jihatdan ko'rib chiqilmagan. Ushbu maqolada matn haqida nazariy mushohada yuritilgan. Ta'lim jarayonida matnlarni qanday tanlash va taqdim qilishga doir ba'zi mulohazalar aks etgan.

Kalit so'zlar: matn, dialogli matn, boshlang'ich daraja, texnik matn, kundalik matn, autentik matn, nountentik matn.

Matn – gapdan ko'ra yirik hajmli aloqa vositasi, nutqiy faoliyat mahsuli, muayyan qonuniyatlar asosida shakllangan nutq ko'rinishi. [1; 3] O'zbek tilshunosligiga oid adabiyotlarda matnga ana shunday ta'rif keltirilgan. Lekin shuni ta'kidlab o'tish ham kerakki, matn tilshunosligiga oid bir qator ilmiy manbalarda bir so'z, bir necha so'z, bir necha gap, bir necha abzats, bir necha bob matn maqomiga ega bo'lishi mumkinligi haqida ham mulohazalar mavjud.

Biz matnning lingvistik xususiyatlariga emas, balki o'qitish jarayonida matnlardan qanday foydalanish kerakligi masalasiga to'xtalmoqchimiz. Metodika ilmida matn xususida lingvistikadagi qarashlardan biroz farqli fikrlar mavjud bo'lishi mumkin.

Rasmiy CEFR yo'riqnomalariga ko'ra tilning A1 darajasiga ega bo'lgan kishi kundalik iboralarni va juda oddiy jumalarni tushunishi hamda foydalanishi mumkin, ular aniq ehtiyojlarni qondirishga qaratilgan bo'ladi; o'zini va boshqalarni tanishtira oladi, yashash joyi, taniyidigan insonlari va ega bo'lgan narsalari haqida savol bera oladi hamda shu mavzuda javob bera oladi; agar suhbatdoshi sekin va ravshan gapirsa hamda yordam berishga tayyor bo'lsa, oddiy tarzda muloqot qila oladi.

O'sha yo'riqnomaga ko'ra tilning A2 darajasiga ega bo'lgan kishi eng zarur mavzularga oid jumalar va tez-tez ishlatiladigan iboralarni tushuna oladi (masalan, juda oddiy shaxsiy va oilaviy ma'lumotlar, xarid qilish, joylashuv, ish bilan bog'liq ma'lumotlar); tanish va kundalik mavzularda oddiy va bevosita ma'lumot almashishni talab qiluvchi sodd va odatiy vazifalar doirasida muloqot qila oladi; o'zining kelib chiqishi, atrof-muhit va eng zarur ehtiyojlari bilan bog'liq masalalarni oddiy so'zlar bilan tasvirlay oladi. [2]

Biz yuqorida chet tilini bilishning boshlang'ich (A1, A2) darajasini tavsiflab oldik. Mana shu mazmunga xos matnlardan grammatika va leksikani mustahkamlashda ta'lim jarayonida qanday foydalanish kerakligi haqida qisqacha to'xtalamiz.

Matn – bu mantiqiy va lingvistik jihatdan bog'langan so'zlar birikmasi yoki gaplardan iborat bo'lib, ma'lum bir mavzuda to'liq fikrni ifodalaydi. Matn tillarni o'qitish jarayonida egallanishi lozim bo'lgan bilim va malakalarni mustahkamlashning asosiy vositasidir.

Til o'rganuvchilarning maqsadiga ko'ra ularga taqdim qilinadigan matnlar turli xarakterda bo'ladi, chunki matn orqali til ta'limining asosiy maqsadiga erishish mumkin. Biror nutqiy ko'nikmani mustahkamlash uchun ham, lingvistik bilimlarni o'stirish uchun ham matnga murojaat qilinadi. To'g'rirog'i har qanday egallanishi kerak bo'lgan ko'nikmalar matn bag'riga singdiriladi. Matn mashq va topshiriqlarning asosi hisoblanadi. Matnni bir necha xususiyatlar asosida turlarga ajratish mumkin.

Avvalo, matn yaratilishiga ko'ra og'zaki yoki yozma bo'ladi. Og'zaki matn so'zlash va tinglab tushunish texnikasini o'stirishga yordam bersa, yozma matn o'qib tushunish va yozish ko'nikmasini rivojlantirishga xizmat qiladi. Til ta'limi jarayonining boshlanishidan tugallanishigacha og'zaki va yozma matnlar bir xil uzviylikka ega.

Har bir matn muayyan kommunikativ vazifaga ega bo'lgani uchun ularning yana rasmiy matnlar (qonunlar, shartnomalar, buyruqlar, kelishuvlar), ilmiy matnlar (tadqiqotlar, dissertatsiyalar, maqolalar), texnik matnlar (qo'llanmalar, yo'riqnomalar, texnik hujjatlar, cheklar), publitsistik matnlar (gazeta maqolalari, blog va internet nashrlari), badiiy matnlar (ijodiy asarlar, ssenariylar), kundalik matnlar (suhbatlar, SMS xabarlar, ijtimoiy tarmoq yozishmalari) kabi turlarini sanash mumkin. Til bilishning boshlang'ich bosqichida rasmiy va badiiy matnlar biroz murakkablik kasb etadi. Texnik matnlar, publitsistik matnlar va kundalik matnlarning

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ahamiyati katta ekanligini unutmaslik kerak. Bu turdagi matnlarda grammatik va leksik birliklar biroz murakkabdek tuyulishi mumkin, lekin boshlang'ich darajada bu vaziyatlar til o'rganuvchi uchun hamroh hisoblanadi. Xususan, kundalik matnlarni oladigan bo'lsak, suhbatlar, SMS xabarlar, ijtimoiy tarmoq yozishmalarisiz muloqotni tasavvur qilib bo'lmaydi. Bu jarayonda faol grammatik ko'nikma va faol leksika tushunchasi savol ostida qoladi. Demak, bugungi chet til ta'limi vaziyatga mutanosib yondashishi muhimdir.

Shuningdek, tuzilishiga ko'ra matnlarning monologli matn (ma'ruza), dialogli matn (suhbat), polilogli matn va aralash matn (intervyu) kabi turlari mavjud. Biror tilni amaliy o'rganish jarayonida dialogli matnlar yetakchilik qiladi.

Dialog tilning nutqqa ko'chirilishida har doim kamida ikki kishi muloqotini nazarda tutadi, chunki u so'zlovchi va tinglovchi o'rtasida voqelanadi. Bunda shu narsa xarakterliki, so'zlovchi bilan tinglovchi o'rinlari almashib turadi. Dialogning lingvistik tahlili bilan shug'ullanganda har doim u monolog bilan qiyos qilinadi, zotan, monolog kimgadir qaratilmayli, dialog esa har doim kimgadir qaratilgan bo'ladi va uning ishirokida shakllanadi. [3; 52]

"Tanishuv", "Salomlashish-so'rashish", "Bankda", "Bozorda", "Shifokor huzurida", "Mehmonxonada", "Qanday borsam bo'ladi?", "Sartarosh bilan", "Taksida ketaman" kabi nutqiy mavzularning asosini dialogli matnlar tashkil qiladi. Buning bilan mutlaq dialogli matnlar ta'limning barcha vaziyatlarida yetakchilik qiladi deb bo'lmaydi. "Mening oilam", "Mening bir kunim", "Do'stlarim kimlar", "Kinodagi taassurotlar", Samarqand – tarixiy shahar" kabi mavzularda monologli matnlarni, o'rni bilan aralash matnlarni ham uchratish mumkin.

Maqsadiga ko'ra matnlarni axboriy matnlar (xabarlar, ma'lumotnomalar), tasviriy matnlar, tahliliy matnlar, ko'rsatma beruvchi matnlar va faktologik matnlarga ajratib o'rganish mumkin. Boshlang'ich darajadagi til ko'nikmalarini egallashda matnning bu turidagi barcha qismlar muhim sanaladi. Masalan, "Mening shahrim" nutqiy mavzusi bevosita tasviriy matnni talab qiladi, "Palov – milliy taom" nutqiy mavzusida ko'rsatma beruvchi matnlar yordamga keladi. "Bugun havo qanday" nutqiy mavzusi tahliliy matn bilan gavdalansa, "Mustaqil O'zbekiston" nutqiy mavzusida faktologik matn namunasini uchratishimiz mumkin.

Til ta'limida autentik va noautentik matnlar ham alohida hodisa hisoblanadi. Nisbatan yangilik hisoblangan bu turli matnlar til ta'limi jarayonida o'ziga xos xarakterga ega.

Til ta'limida "autentik" tushunchasi til va nutq materialining real hayotda nutqiy muloqotni amalga oshirishni ta'minlaydigan xususiyatini anglatadi. Autentik material, u xoh matn bo'lsin, xoh videomaterial yoki audiomaterial bo'lsin, tilni o'rgatish maqsadida yaratilgan bo'lmaydi. Shu bois autentik matn deganda til egalari uchun yozilgan va ta'limiy maqsadlarga qaratilmagan matn tushuniladi.[4; 172-185] Ko'rinadi til ta'limining boshlang'ich bosqichida autentik matnlardan emas, ko'proq noutentik materillardan foydalanish maqsadga muvofiq.

Professor G. Asilova o'zbek tilini xorijiy til sifatida o'qitish sohasida, garchi autentik materiallar uchrab tursa-da, ularning tanlanishida tasodifiylik ko'proq ekanligini qayd etadi. [5; 172-185] Chunki o'zbek tilini xorijiy til sifatida o'rgatish tajribasi juda yuqori darajada bo'lmagani uchun, unga yondashuv ham biroz an'anaviy shaklda kechgan.

Xulosa qilib aytganda, xorijiy tillarni o'qitish metodikasida matn tilni o'rganishning muhim birligi bo'lib hisoblanadi. Matn orqali til o'rganuvchi o'zga madaniyatni qabul qilishga yordam beradigan bilimlarni oladi, o'rganilayotgan til mansub bo'lgan mamlakatning geografik, siyosiy, iqtisodiy, ijtimoiy tuzilishi haqida ma'lumotlarga ega bo'ladi. Shuningdek, matnlar orqali grammatik bilimlarni va leksik ko'nikmalarni matnosti mashq va topshiriqlar asosida mustahkamlash mumkin.

Matnlar faqat nutqiy ko'nikmalarni shakllantiruvchi vosita bo'libgina qolmay, lingvistik bilimlarni ham o'zida mujamma etgan yaxlit tizimdir. Til ta'lida matnlarni yaratilishi, tuzilishi, kommunikativ vazifasi va maqsadiga ko'ra turlaridan o'rinli foydalanish ta'lim jarayonining samaradorligiga xizmat qiladi.

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TIL O'RGANISHDA ZAMONAVIY INNOVATSION METODLAR VA SAMARALI O'ZLASHTIRISH STRATEGIYALARI

*D. Sattarova*¹

Annotatsiya:

Zamonaviy innovatsion yondashuvlar til o'rganish jarayonini sezilarli darajada samarali qilishga yordam bermoqda. Sun'iy intellekt, virtual va kengaytirilgan reallik, gamifikatsiya va moslashtirilgan ta'lim dasturlari o'quvchilarga tilni tezroq va chuqurroq o'zlashtirish imkonini beradi. Ushbu maqolada til o'rganishdagi innovatsion metodlar, ularning samaradorligi va amaliyotga tatbiq etish masalalari tahlil qilinadi. Zamonaviy texnologiyalarning ta'limga integratsiyasi, motivatsiyani oshirish va interaktiv o'qitish usullari orqali til o'rganish jarayoni qanday rivojlanayotgani yoritiladi. Innovatsion ta'lim yondashuvlarining afzalliklari hamda ularning o'quvchilarning muloqot qobiliyatlari va mustaqil o'rganish strategiyalariga ta'siri muhokama qilinadi.

Kalit so'zlar: til o'rganish, innovatsion metodlar, sun'iy intellekt, virtual reallik, kengaytirilgan reallik, gamifikatsiya, moslashtirilgan ta'lim, interaktiv ta'lim, texnologiyalar, motivatsiya, samaradorlik.

Kirish. Zamonaviy texnologiyalar va pedagogik yondashuvlarning rivojlanishi bilan til o'rganish jarayoni yanada samarali va interaktiv tus olmoqda. An'anaviy o'qitish metodlari innovatsion yondashuvlar bilan boyitilib, o'quvchilarga tilni tezroq va chuqurroq o'zlashtirish imkoniyatini bermoqda. Til o'rganish jarayonida innovatsion yondashuvlar o'quvchilarning motivatsiyasini oshirish, muloqot qobiliyatlarini rivojlantirish va bilimlarni mustahkamlashga xizmat qiladi. Xususan, sun'iy intellekt, virtual va kengaytirilgan reallik, gamifikatsiya hamda interaktiv o'qitish usullari orqali o'quvchilar real hayotga yaqin sharoitda chet tilini o'rganish imkoniyatiga ega bo'lmoqda [7,397].

Shu bilan birga, individual o'rganish usullari va moslashtirilgan ta'lim dasturlari har bir o'quvchining ehtiyojlariga mos ravishda bilim olishiga yordam beradi. Bunday yondashuvlar nafaqat tilni samarali o'zlashtirishga, balki o'quvchilarning mustaqil ta'lim olish ko'nikmalarini rivojlantirishga ham xizmat qiladi. Innovatsion usullarning qo'llanilishi til o'rganish jarayonini yanada qiziqarli va natijador qilish imkonini beradi. Shu sababli, ushbu maqolada til o'rganishdagi zamonaviy yondashuvlar va samarali o'zlashtirish usullari, ularning afzalliklari va amaliyotga tatbiq etish masalalari keng yoritiladi. Til o'rganish sohasidagi innovatsion texnologiyalar va ilg'or pedagogik metodlarni o'rganish orqali o'quv jarayonini yanada samarali tashkil etish mumkin.

Asosiy qism. Zamonaviy dunyoda til o'rganish jarayoni tez o'zgarib bormoqda va innovatsion yondashuvlar ushbu jarayonni yanada samarali qilishga xizmat qilmoqda. An'anaviy o'qitish usullari o'quvchilarning ehtiyojlariga to'liq javob bera olmagan sababli, yangi texnologiyalar va pedagogik strategiyalar til o'rganish jarayoniga jadal suratda tatbiq etilmoqda. Ushbu yondashuvlarning asosiy maqsadi o'quvchilarning motivatsiyasini oshirish, o'rganish jarayonini interaktiv qilish va tilni tezroq o'zlashtirishga ko'maklashishdan iborat. Ayniqsa, sun'iy intellekt asosida ishlab chiqilgan ta'lim platformalari, virtual va kengaytirilgan reallik, gamifikatsiya, moslashtirilgan ta'lim dasturlari va boshqa innovatsion usullar o'quvchilarning til o'rganish tajribasini butunlay o'zgartirmoqda. Ushbu texnologiyalar yordamida o'quvchilar til muhitiga chuqurroq singib ketish imkoniyatiga ega bo'lib, real hayotdagi muloqotga yaqin sharoitda til o'rganishlari mumkin [5,286].

Innovatsion yondashuvlardan biri sun'iy intellekt asosida ishlovchi interaktiv platformalardir. Ushbu platformalar o'quvchilarga individual o'rganish imkoniyatini taqdim etib, ularning o'zlashtirish darajasini tahlil qilish va ularga mos materiallar taklif qilish xususiyatiga ega. Sun'iy intellekt yordamida ishlab chiqilgan dasturlar, masalan, Duolingo, Babbel, Rosetta Stone kabi tillarni o'rgatish platformalari o'quvchilarning zaif tomonlarini aniqlab, ularga mos topshiriqlarni avtomatik tarzda taklif qiladi. Bunday yondashuv o'quvchilarning til o'rganish jarayonini samarali tashkil etib, ularga moslashuvchan o'qitish imkoniyatini yaratadi. Bundan tashqari, sun'iy intellekt asosida ishlab chiqilgan suhbat botlari ham mavjud bo'lib, ular foydalanuvchilarga tabiiy nutq muhitida mashq qilish imkonini beradi. Ushbu texnologiyalar til o'rganish jarayonini tezlashtirish va uni yanada samarali qilish uchun muhim ahamiyatga ega.

Bundan tashqari, virtual va kengaytirilgan reallik texnologiyalari ham til o'rganish sohasida keng qo'llanilmoqda. Virtual reallik texnologiyalari o'quvchilarga haqiqiy til muhitini yaratib, ularni real vaziyatlarda muloqot qilishga tayyorlaydi. Masalan, til o'rganuvchilar virtual reallik ko'zoynaklari yordamida xorijiy

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davlatlarga “sayohat” qilib, o'sha mamlakat aholisi bilan virtual suhbat qurish imkoniyatiga ega bo'ladilar. Bu esa ularga haqiqiy muloqot sharoitida til ko'nikmalarini rivojlantirishga yordam beradi. Shu bilan birga, kengaytirilgan reallik texnologiyalari o'quvchilarga qo'shimcha vizual va audio materiallar orqali o'rganilayotgan tilni yanada samarali o'zlashtirish imkonini yaratadi. Masalan, kitoblardagi rasm yoki matn ustiga telefon kamerasi yo'naltirilganda, qo'shimcha ma'lumotlar, talaffuz yoki tarjimalar paydo bo'lishi mumkin. Ushbu yondashuvlar o'quvchilarga real hayot sharoitlariga yaqinlashish va til o'rganish jarayonini tabiiy muhitga moslashtirish imkoniyatini beradi [1,318].

Gamifikatsiya ham til o'rganish jarayonini sezilarli darajada o'zgartirib, uni yanada qiziqarli va samarali qiladi. Gamifikatsiya mohiyatan o'yin elementlarini ta'lim jarayoniga tatbiq etishdan iborat bo'lib, bu usul o'quvchilarning motivatsiyasini oshirish va ularning faol ishtirokini ta'minlashga yordam beradi. Masalan, turli xil mukofot tizimlari, darajalar, raqobat ruhini kuchaytiruvchi vazifalar va topshiriqlar o'quvchilarni darslarga faol jalb etishga yordam beradi. Shu sababli, ko'plab onlayn ta'lim platformalari gamifikatsiyani o'z dasturlariga qo'shib, o'quvchilarni uzluksiz mashg'ulotlarga jalb etishga intilmoqda. Shu bilan birga, o'yin elementlari orqali o'rganilayotgan tilga bo'lgan qiziqish ortadi, bu esa o'quvchilar uchun yanada samarali natijalarga olib keladi.

Til o'rganishda moslashtirilgan ta'lim yondashuvlari ham juda muhimdir. Har bir o'quvchi o'ziga xos o'rganish uslubiga ega bo'lib, ba'zilar vizual materiallar orqali yaxshi o'zlashtirsa, boshqalari eshitish yoki amaliy mashqlar orqali bilimlarni mustahkamlashni afzal ko'radi. Shu sababli, innovatsion yondashuvlar individual ta'lim dasturlarini ishlab chiqishga imkon yaratadi. Masalan, onlayn ta'lim platformalari o'quvchilarning bilim darajasiga mos ravishda materiallarni taqdim etib, ularga mos tempda o'rganish imkonini beradi. Bu esa har bir o'quvchi o'z ehtiyojlariga mos ravishda til o'rganishini ta'minlaydi. Moslashtirilgan ta'lim yondashuvlari nafaqat individual o'rganish jarayonini qo'llab-quvvatlaydi, balki har bir o'quvchining maksimal darajada samarali bilim olishini ta'minlaydi [4,193].

Til o'rganish jarayonida innovatsion yondashuvlarning samaradorligi ko'plab ilmiy tadqiqotlar bilan tasdiqlangan. Zamonaviy ta'lim tizimida interaktiv metodlarning keng qo'llanilishi o'quvchilarning faol ishtirokini ta'minlab, ularning bilimlarni yanada samarali o'zlashtirishiga yordam beradi. Bunday yondashuvlar o'quvchilarni o'qitish jarayonining passiv ishtirokchilaridan faol qatnashchilarga aylantirib, ularning o'rganish samaradorligini oshiradi. Ayniqsa, texnologiyalarga asoslangan ta'lim vositalari orqali o'quvchilarning amaliy til bilimi rivojlantiriladi va ular mustaqil ravishda til muhitida harakat qilish imkoniyatiga ega bo'ladilar.

Shuningdek, innovatsion yondashuvlarning samaradorligi bevosita o'qituvchilarning malakasiga ham bog'liqdir. O'qituvchilar yangi texnologiyalarni o'z darslariga muvaffaqiyatli tatbiq eta olsalar, o'quvchilarning o'rganish jarayoni yanada qiziqarli va samarali kechadi. Shu sababli, pedagoglar doimiy ravishda o'z bilimlarini yangilab borishi va zamonaviy texnologiyalarni o'zlashtirishi muhimdir. Bu nafaqat o'qitish sifatini oshirishga, balki o'quvchilarning til o'rganishga bo'lgan ishtiroqini kuchaytirishga xizmat qiladi [8].

Xulosa. Xulosa qilib aytganda, innovatsion yondashuvlar va zamonaviy o'zlashtirish usullari til o'rganish jarayonini sezilarli darajada o'zgartirmoqda. Sun'iy intellekt, virtual va kengaytirilgan reallik, gamifikatsiya va moslashtirilgan ta'lim kabi usullar o'quvchilarga yanada samarali va interaktiv o'qitish imkonini bermokda. Ushbu metodlar yordamida o'quvchilar o'z bilimlarini real hayot sharoitida sinab ko'rish imkoniyatiga ega bo'lib, bu esa til o'rganish jarayonini yanada samarali va qiziqarli qiladi. Kelajakda texnologik innovatsiyalarning yanada rivojlanishi bilan til o'rganish jarayoni yangi bosqichga ko'tarilishi kutilmoqda. Shu sababli, ushbu usullarni ta'lim jarayoniga keng tatbiq etish va ulardan samarali foydalanish muhim ahamiyat kasb etadi.

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INNOVATIVE APPROACHES IN FOREIGN LANGUAGE TEACHING: A METHODOLOGICAL PERSPECTIVE

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Abstract:

This article examines contemporary methodologies in foreign language teaching, tracing their historical development and assessing innovative teaching techniques that enhance communication skills, didactic strategies, and professional qualifications. The paper also explores the integration of technology and comparative pedagogical approaches, highlighting their impact on language acquisition

Key words: methodology, innovation, foreign language, communication, skill, qualification, didactics.

Introduction

The rapid technological advancements of the 21st century have significantly influenced education, leading to the adoption of innovative methodologies that enhance learning outcomes. According to Rogers (2003), innovation in pedagogy is the process of adopting novel methods, tools, and technologies to improve educational practices. This concept is particularly relevant in foreign language teaching, where evolving methodologies continuously reshape language instruction to align with modern learning environments.

Foreign language learning is essential for human interaction, occurring both in natural and structured settings (Ellis, 1994). Individuals acquire language through daily interactions, formal education, and exposure to diverse linguistic contexts. In multilingual societies, learners typically engage with three language types: the mother tongue, second language, and foreign language. Unlike the first two, foreign language learning requires structured instruction guided by pedagogical expertise (Krashen, 1982).

Foreign Language Education in Uzbekistan

In Uzbekistan, foreign language instruction encompasses Western European languages (English, Spanish, German, French) and Eastern languages (Arabic, Turkish, Persian, Chinese, Hindi). These languages are integrated into national curricula, necessitating effective pedagogical strategies. Given that foreign languages are not acquired naturally like the mother tongue, structured methodologies play a crucial role in facilitating language acquisition (Nazarova, 2020).

Methodological Principles in Foreign Language Teaching

Effective language instruction relies on well-established methodological principles. Didactics focuses on "what to teach," whereas methodology addresses "how to teach" (Richards & Rodgers, 2001). The Greek-Latin term *methodos*, meaning "way" or "process," forms the basis for instructional strategies. Methodology, in its narrow sense, involves lesson planning and material preparation, while in its broader sense, it encompasses the selection, organization, and adaptation of learning materials (Harmer, 2007).

Historically, didactics and methodology have been central to language education. During the 1960s, German scholars distinguished these fields to refine teaching strategies. Today, foreign language education is not merely an academic pursuit but also a means of cultural integration, enabling learners to engage with diverse linguistic and professional contexts (Byram, 1997).

Contemporary Teaching Methodologies

Several traditional and modern approaches are widely applied in foreign language instruction:

- Grammar-Translation Method: Emphasizes reading and writing through translation exercises (Larsen-Freeman, 2000).
- Direct Method: Prioritizes speaking and listening skills by promoting immersion without reliance on the native language (Howatt, 1984).
- Audio-Lingual Method: Employs repetition and drill-based exercises to reinforce language patterns (Skinner, 1957).
- Communicative Approach: Focuses on real-life communication and interaction over rote memorization (Canale & Swain, 1980).
- Task-Based Learning (TBL): Engages students in meaningful tasks that simulate authentic language use (Ellis, 2003).
- Intercultural Approach: Encourages cultural awareness and cross-cultural communication (Byram & Fleming, 1998).

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Among these, the communicative approach has gained prominence for its emphasis on practical language use. Developed in the 1970s, this method was influenced by pragmatic linguistic research, which redefined language as a tool for interaction rather than a set of static rules (Hymes, 1972). Modern curricula worldwide have adopted this perspective, recognizing foreign language education as an essential skill for global communication (Littlewood, 2014).

Comparative and Technology-Driven Methodologies

Modern pedagogical advancements also emphasize the role of comparative methodologies in language instruction. By analyzing similarities and differences between the learner's native language and the target foreign language, educators can facilitate better comprehension and retention. Comparative analysis of linguistic structures, phonetics, and semantics enhances students' ability to internalize new linguistic patterns (Swan, 2001).

In addition, technology has revolutionized foreign language teaching by integrating digital resources, language learning applications, virtual classrooms, and artificial intelligence-powered tools (Bax, 2003). These technological innovations support personalized learning, enabling students to practice language skills at their own pace (Levy, 2009). Computer-assisted language learning (CALL) and mobile-assisted language learning (MALL) have further transformed instructional methodologies, providing interactive and adaptive learning environments (Stockwell, 2012).

Conclusion

Foreign language teaching has evolved through diverse methodologies, each offering distinct advantages. The integration of communicative didactics, comparative approaches, and technology-enhanced learning has significantly improved language acquisition. As global interactions continue to expand, the role of innovative teaching methodologies in foreign language education remains vital in fostering competent and confident language learners.

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RAQAMLI TEXNOLOGIYALAR YORDAMIDA TIL O'RGANISH: INNOVATSION USULLAR VA SAMARADORLIK

Z. Suyarova ¹

Annotatsiya:

Mazkur maqolada raqamli texnologiyalar yordamida chet tilini o'rganishning innovatsion usullari va samaradorligi tahlil qilingan. Mobil ilovalar, sun'iy intellekt, virtual reallik, kengaytirilgan reallik va onlayn platformalar til o'rganish jarayonini qanday yengillashtirishi va samarali qilishi ko'rib chiqilgan. Shuningdek, maqolada raqamli texnologiyalarning afzalliklari, ulardan foydalanishdagi qiyinchiliklar va kelajak istiqbollari muhokama qilingan.

Kalit so'zlar: raqamli texnologiyalar, til o'rganish, innovatsion usullar, sun'iy intellekt, gamifikatsiya, virtual reallik, samaradorlik.

Raqamli texnologiyalarning rivojlanishi zamonaviy jamiyatning turli jabhalariga, xususan, ta'lim sohasiga ham sezilarli ta'sir ko'rsatmoqda. An'anaviy ta'lim metodlaridan farqli o'laroq, raqamli texnologiyalar yordamida ta'lim jarayoni yanada interaktiv, moslashtirilgan va samarali bo'lishi mumkin. Xususan, chet tillarini o'rganishda zamonaviy texnologiyalar til o'rganish jarayonining innovatsion yondashuvlar bilan boyitilishiga zamin yaratmoqda. Dastlab, an'anaviy til o'rganish usullari ko'proq grammatik qoidalarini o'rganish va lug'at yodlashga asoslangan bo'lsa, bugungi kunda raqamli texnologiyalar real hayotga yaqin bo'lgan muhit yaratishga qaratilgan. Virtual reallik (VR), kengaytirilgan reallik (AR), sun'iy intellekt (AI), onlayn kurslar va ijtimoiy platformalar kabi texnologiyalar foydalanuvchilarga o'quv jarayonini yanada samarali va qiziqarli qilish imkonini beradi.

Shu bilan birga, raqamli texnologiyalar chet tilini o'rganishda shaxsiy yondashuvni taklif qilishi, individual o'quv rejasini ishlab chiqishi va real vaqt rejimida natijalarni tahlil qilishi bilan ham ajralib turadi. Bu esa o'quvchilarga o'z ehtiyojlariga mos ravishda ta'lim olish imkonini yaratadi. Bunda raqamli texnologiyalar yordamida til o'rganish usullari, ularning afzalliklari, samaradorligi va muammolari chuqur tahlil qilinadi. Shuningdek, innovatsion yondashuvlar, ularning nazariy va amaliy asoslari, til o'rganish jarayonida sun'iy intellekt va interaktiv vositalarning o'rnini kabi masalalar ham yoritiladi.

1. Raqamli texnologiyalar va til o'rganish jarayoni Til o'rganish jarayonida turli raqamli vositalar keng qo'llanilmoqda. Ular quyidagilardan iborat:

Mobil ilovalar va gamifikatsiya: Duolingo, Memrise, Babbel, va Rosetta Stone, Busuu kabi mobil ilovalar foydalanuvchilarga til o'rganish jarayonida foydalanuvchilarga istalgan joyda va vaqtda tilni mustaqil ishlab o'rganish imkoniyatini taqdim etadi. Ushbu ilovalarning asosiy afzalliklaridan biri gamifikatsiya metodlaridan foydalanishdir. Gamifikatsiya — bu o'yin elementlarini ta'lim jarayoniga integratsiya qilish bo'lib, u foydalanuvchilarning motivatsiyasini oshirishga va o'quv jarayonini yanada qiziqarli qilishga xizmat qiladi. Eng mashhur va ommalashgan mobil ilovalar qatoriga quyidagilar kiradi:

- Duolingo – bu interaktiv va gamifikatsiyalangan til o'rganish ilovasi bo'lib, foydalanuvchilarga qiziqarli topshiriqlar, ball to'plash, mukofot tizimi va vizual o'yin elementlari orqali chet tillarini o'rganish imkonini beradi. Dastur sun'iy intellektga asoslangan individual o'quv rejalarini taqdim etadi va foydalanuvchilarning til ko'nikmalarini tinglash, gapirish, o'qish va yozish orqali rivojlantirishga qaratilgan.

- Memrise – bu til o'rganish uchun mo'ljallangan mobil va veb-ilova bo'lib, tabiiy muloqot va vizual xotira asosida ta'lim berishga yo'naltirilgan. Dastur foydalanuvchilarga ona tilida so'zlashuvchilarning videolari, sun'iy intellekt asosida moslashtirilgan mashqlar, va takrorlash algoritmlari orqali so'z boyligini samarali oshirish imkoniyatini taqdim etadi. Memrise o'yin elementlari va interaktiv mashg'ulotlar orqali o'rganish jarayonini qiziqarli va esda qolarli qiladi.

- Babbel – bu interaktiv til o'rganish platformasi bo'lib, foydalanuvchilarga 14 dan ortiq tilni o'rganish imkonini beradi. U real hayotga yo'naltirilgan darslar, moslashtirilgan ta'lim, talaffuz mashqlari va qisqa interaktiv mashg'ulotlar orqali samarali o'qitish tizimini taklif etadi. Babbel pullik obuna asosida ishlaydi va asosan katta yoshdagilar hamda professional til o'rganuvchilar uchun mo'ljallangan.

- Rosetta Stone – bu til o'rganish uchun mo'ljallangan interaktiv dastur bo'lib, to'g'ridan-to'g'ri immersiya (ya'ni tarjimasiz o'rganish) usulidan foydalanadi. Dastur foydalanuvchilarga talaffuzni yaxshilash

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uchun nutqni tanib olish texnologiyasini, vizual va audio materiallar orqali so'z boyligini oshirishni hamda real muloqotga yo'naltirilgan mashg'ulotlarni taklif etadi. Rosetta Stone CEFR darajalariga mos keluvchi kurslar va mobil ilova orqali istalgan joyda o'rganish imkoniyatini taqdim etadi.

- Busuu – bu interaktiv til o'rganish platformasi bo'lib, foydalanuvchilarga 12 dan ortiq tilni o'rganish imkonini beradi. Uning asosiy xususiyatlari: shaxsiylashtirilgan ta'lim rejasi, talaffuzni yaxshilash uchun sun'iy intellekt yordami, hamda ona tilida so'zlashuvchilar bilan muloqot qilish imkoniyati. Busuu bepul va pullik versiyalarni taklif etadi, hamda CEFR standarti asosida til o'rganish tizimini yaratgan.

Gamifikatsiyaning asosiy jihatlari

Mukofot tizimi – Ilovalarda foydalanuvchilar topshiriqlarni bajargan sari ochko, medal yoki reyting ballariga ega bo'lishadi. Bu ularga o'yin orqali o'rganish hissini beradi va o'qishni davom ettirishga undaydi.

Daraja va bosqichlar – O'quvchilarga kurs davomida turli darajalar beriladi va ular bosqichma-bosqich qiyinroq vazifalarni bajarishga yo'naltiriladi.

Kunlik maqsadlar – Masalan, Duolingo foydalanuvchilarga har kuni belgilangan mashg'ulotlarni bajarishni tavsiya qiladi va davomiylikni rag'batlantirish uchun ketma-ket bajarilgan kunlarni belgilaydi.

Interaktiv mashg'ulotlar – Matn, tovush va tasvirlar yordamida foydalanuvchilar eshitish, o'qish va yozish ko'nikmalarini rivojlantiradilar.

O'zaro raqobat – Ba'zi ilovalarda foydalanuvchilar reyting tizimi orqali bir-birlari bilan bellashish imkoniyatiga ega bo'lishadi. Dörnyei (2013) tadqiqotlarida gamifikatsiyaning motivatsiyani oshirishdagi roli alohida ta'kidlangan. Unga ko'ra, o'yin elementlari orqali berilgan topshiriqlar o'quvchilarning ichki motivatsiyasini oshirishga, ya'ni ularda til o'rganishga nisbatan qiziqish uyg'otishga xizmat qiladi. Bundan tashqari, o'yin texnologiyalaridan foydalanish xotirani mustahkamlash va til o'rganish jarayonini takrorlash orqali samaradorlikni oshirish imkonini beradi.

Sun'iy intellekt asosida ishlovchi chat-botlar – Bu texnologiya foydalanuvchilarga til o'rganishda yangi imkoniyatlar yaratmoqda. Sun'iy intellekt(AI) asosida ishlovchi chat-botlar real vaqt rejimida interaktiv mashg'ulotlar o'tkazish, muloqot qilish, matn yoki ovoz orqali til ko'nikmalarini oshirish, xatolarni tahlil qilish imkoniyatini taqdim etadi.

ChatGPT, Bard(Gemini), DeepSeek – bu sun'iy intellektga asoslangan vositalar bo'lib, foydalanuvchilarga til o'rganishda katta yordam beradi. Ular jonli muloqot qilish, matnlarni tarjima qilish, grammatik va stilistik xatolarni tahlil qilish, so'z va iboralarning kontekstual ma'nosini tushuntirish, shuningdek, foydalanuvchining bilim darajasiga moslashtirilgan tavsiyalar berish imkoniyatiga ega. Ushbu texnologiyalar yozma va og'zaki muloqot ko'nikmalarini rivojlantirishda, talaffuzni yaxshilashda va interaktiv o'quv jarayonini yaratishda muhim rol o'ynaydi.

Elsa Speak – bu sun'iy intellekt asosida ishlovchi mobil ilova bo'lib, foydalanuvchilarga ingliz tilidagi talaffuzlarini yaxshilashga yordam beradi. Ilova nutqni tahlil qilib, noto'g'ri talaffuz qilingan so'zlarni aniqlaydi va to'g'ri talaffuz qilish bo'yicha individual tavsiyalar beradi. Elsa Speak foydalanuvchilarga intonatsiya, urg'u va tovushlarni to'g'ri talaffuz qilish bo'yicha mashg'ulotlar taqdim etib, nutqni yanada ravon va tabiiy qilishga yordam beradi.

Replika – bu sun'iy intellektga asoslangan virtual suhbatdosh bo'lib, foydalanuvchilar bilan jonli muloqot qilish, til o'rganish va muloqot ko'nikmalarini rivojlantirish imkoniyatini beradi. Ilova foydalanuvchilarga tabiiy tilga yaqin suhbatlarni taklif qiladi va ularning gapirish ko'nikmalarini yaxshilashga yordam beradi. Shuningdek, Replika individual moslashtirilgan suhbat tajribasini ta'minlab, foydalanuvchilarning muloqot qobiliyatini rivojlantirishga xizmat qiladi.

Virtual va kengaytirilgan reallik texnologiyalari: VR va AR yordamida foydalanuvchilar chet tilida real hayotga yaqin tajribalarni sinab ko'rishadi (Godwin-Jones, 2016). Virtual va kengaytirilgan reallik texnologiyalari (VR va AR) chet tilini o'rganishda real hayotga yaqin muhit yaratib, interaktiv va samarali ta'lim jarayonini ta'minlaydi. VR foydalanuvchilarga sun'iy til muhitida muloqot qilish, AR esa real dunyo bilan virtual elementlarni birlashtirib, vizual va eshitish orqali o'rganishni kuchaytiradi. Bu texnologiyalar so'z boyligini oshirish, talaffuzni yaxshilash va madaniy tafakkurni rivojlantirishga yordam beradi. Shu tariqa, VR va AR chet tilini tez va qiziqarli o'rganish imkoniyatini yaratadi. Godwin-Jones (2016) o'z tadqiqotida virtual va kengaytirilgan reallik texnologiyalarining til o'rganishdagi ahamiyatini tahlil qilgan. Unga ko'ra, VR va AR til o'rganishda immersiv (to'liq sho'ng'ish) muhit yaratish orqali an'anaviy o'quv usullaridan samaraliroq bo'lishi mumkin. VR texnologiyalari foydalanuvchilarga chet tilida sun'iy, ammo real hayotga yaqin muloqot tajribasini taqdim etadi. Masalan, o'quvchilar virtual dunyoda xorijiy mamlakatga "sayohat" qilib, o'sha til muhiti ichida interaktiv suhbatlar orqali til ko'nikmalarini rivojlantirishlari mumkin. AR esa real jismoniy dunyo bilan bog'liq holda o'quv materiallarini vizual va eshitish orqali boyitishga yordam beradi. Godwin-Jones bu texnologiyalar yordamida o'quvchilarning motivatsiyasi ortishi, kontekstual o'rganish imkoniyati kengayishi va til o'rganish jarayoni yanada jonli bo'lishini ta'kidlaydi.

Onlayn kurslar va MOOC platformalari: Onlayn kurslar va MOOC (Massive Open Online Courses – Ommaviy Ochiq Onlayn Kurslar) platformalari ta'lim olishni global darajada ommalashtirgan zamonaviy texnologik yechimlardan biri hisoblanadi. Ushbu platformalar istalgan vaqtda va istalgan joyda o'qish imkonini berib, an'anaviy ta'lim muhitiga bog'liq bo'lish zaruratini bartaraf etadi. Coursera, Udemy, EdX, Khan Academy kabi platformalar til o'rganish jarayonida keng foydalaniladi, chunki ular video darslar, testlar, amaliy topshiriqlar, interaktiv materiallar va muloqotga yo'naltirilgan mashg'ulotlarni taklif qiladi.

MOOC kurslari ko'pincha universitet professorlari yoki soha mutaxassislari tomonidan ishlab chiqilgan bo'lib, ularning sifat darajasi yuqori bo'lishiga e'tibor qaratiladi. Bundan tashqari, ko'plab kurslar sun'iy intellekt va avtomatlashtirilgan baholash tizimlari yordamida shaxsiylashtirilgan ta'lim tajribasini ta'minlaydi. Shu bilan birga, MOOC kurslarining ko'p qismi bepul bo'lib, sertifikat olish istagida bo'lgan foydalanuvchilar uchun pullik variantlar ham mavjud. Onlayn kurslar va MOOC platformalari til o'rganishda mustaqil ta'lim olish, amaliy mashg'ulotlar bajarish va xalqaro ta'lim hamjamiyatlari bilan bog'lanish imkonini beradi.

Podkastlar, video kontent va interaktiv darsliklar chet tilini o'rganishda muhim vositalardan biri bo'lib, eshitish, ko'rish va o'zaro muloqot orqali bilim olish imkonini beradi.

Podkastlar – bu audio formatdagi ta'lim vositalari bo'lib, tinglovchilarga istalgan joyda va vaqtda til o'rganish imkoniyatini yaratadi. BBC Learning English, The Fluent Show, Coffee Break Languages kabi podkastlar til o'rganishga ixtisoslashgan bo'lib, tinglovchilarning talaffuzni yaxshilashi, eshitish qobiliyatini rivojlantirishi va tabiiy suhbatlarni tushunishga yordam beradi.

Video kontent – YouTube, TED Talks, Netflix kabi platformalarda taqdim etiladigan vizual materiallar til o'rganish jarayonini yanada samarali qiladi. Subtitrlardan foydalanish orqali so'z boyligini oshirish, talaffuzni o'rganish va kontekst asosida yangi iboralarni tushunish osonlashadi. LingQ va FluentU kabi ilovalar esa video kontentdan foydalangan holda o'quvchilarga moslashtirilgan ta'lim materiallarini taqdim etadi.

Interaktiv darsliklar – raqamli darsliklar va onlayn platformalar orqali o'quvchilarga faol ishtirok etish imkonini beradi. Quizlet, Kahoot!, Duolingo va Babbel kabi platformalar gamifikatsiya elementlarini qo'shib, so'z boyligini kengaytirish, grammatika mashqlari bajarish va tilni amaliy o'rganishni rag'batlantiradi.

Ushbu vositalar til o'rganishda mustaqillikni oshiradi, real hayotda qo'llaniladigan iboralar bilan tanishtiradi va o'rganish jarayonini qiziqarli qiladi.

3. Raqamli texnologiyalarning samaradorligi

Individual ta'lim yondashuvi

Raqamli texnologiyalar va sun'iy intellektning rivojlanishi individual ta'lim yondashuvini samarali tashkil etishga imkon bermoqda. An'anaviy ta'lim tizimi barcha o'quvchilar uchun yagona o'quv rejasi asosida tashkil etilgan bo'lsa, raqamli vositalar va sun'iy intellekt har bir o'quvchining bilim darajasi, o'rganish tezligi, qiziqishlari va ehtiyojlarini inobatga olgan holda shaxsiylashtirilgan ta'lim dasturlarini ishlab chiqishga yordam beradi. Sun'iy intellekt asosida ishlaydigan ta'lim platformalari quyidagi asosiy bosqichlarda individual yondashuvni shakllantiradi:

1. O'quvchining boshlang'ich bilim darajasini aniqlash

Maxsus testlar yoki dastlabki mashg'ulotlar orqali foydalanuvchining hozirgi bilim darajasi baholanadi. Olingan natijalar asosida o'quvchiga mos keladigan materiallar va mashqlar tanlanadi.

2. Shaxsiy o'quv rejasini ishlab chiqish

Sun'iy intellekt o'quvchining zaif va kuchli tomonlarini aniqlab, unga eng samarali o'quv strategiyasini taklif qiladi. Misol uchun, agar o'quvchi grammatik qoidalarga nisbatan qiyinchiliklarga duch kelsa, dastur unga qo'shimcha grammatik mashqlar taqdim etadi.

3. Moslashtirilgan topshiriqlar va mashqlar

Har bir o'quvchi o'zining ehtiyojlariga mos keladigan topshiriqlarni bajaradi. Dastur natijalarni doimiy tahlil qilib, o'quv jarayonini o'quvchining rivojlanishiga qarab moslashtiradi.

4. Fikr-mulohaza va baholash

Sun'iy intellekt tizimlari real vaqt rejimida o'quvchining javoblarini tekshirib, xatolar bo'yicha izoh beradi va qayta ko'rib chiqish uchun maslahatlar beradi.

Bu yondashuv an'anaviy ta'lim tizimidan farqli ravishda, o'qituvchidan mustaqil holda doimiy fikr-mulohaza olish imkoniyatini yaratadi.

Individual ta'lim yondashuvining afzalliklari:

Individuallashtirilgan o'quv tajribasi – Har bir o'quvchi o'zining shaxsiy ehtiyojlari va tezligiga qarab bilim oladi.

Samarali ta'lim jarayoni – O'quvchining o'zlashtirish darajasi ortib, kerakli bilimlarni samarali o'zlashtirishga erishadi.

Motivatsiya va ishtirokni oshirish – O'quvchilar uchun qiyinchilik darajasi optimal darajada bo'lgani sababli, ular darslarga bo'lgan qiziqishini yo'qotmaydi.

Doimiy rivojlanish – Sun'iy intellekt doimiy tarzda o'quvchining rivojlanishini kuzatib boradi va o'quv jarayonini moslashtiradi

Sun'iy intellekt yordamida har bir o'quvchining o'ziga xos xususiyatlari hisobga olinadi va individual o'quv rejasi tuziladi. Bu esa o'quv jarayonining sifatini oshiradi.

Real vaqtda tahlil va baholash

Raqamli texnologiyalar va sun'iy intellekt asosidagi til o'rganish dasturlarining eng katta afzalliklaridan biri – o'quvchilar tomonidan bajarilgan topshiriqlarni real vaqt rejimida tahlil qilish va natijalarni baholash imkoniyatidir. An'anaviy ta'lim tizimida o'quvchining bilim darajasi oraliq yoki yakuniy imtihonlar orqali baholanadi. Ammo zamonaviy til o'rganish dasturlarida natijalar darhol tahlil qilinadi, xatolar aniqlanadi va o'quvchiga darhol tavsiyalar beriladi.

Stockwell (2012) fikriga ko'ra, bu usul ta'lim jarayonining samaradorligini sezilarli darajada oshiradi, chunki o'quvchilar o'z xatolarini shu zahotiyoq tushunish va tuzatish imkoniyatiga ega bo'ladilar. Bu esa o'z navbatida, bilimlarni tezroq va mustahkamroq o'zlashtirishga yordam beradi.

Ijtimoiy o'rganish

Raqamli texnologiyalar til o'rganishda ijtimoiy hamkorlikni rivojlantirib, jarayonni interaktiv va qiziqarli qiladi. Onlayn forumlar, ijtimoiy tarmoqlardagi ta'lim guruhlar, virtual hamjamiyatlar va o'yin asosida o'qitish metodlari o'quvchilarga bilimlarini amaliyotda qo'llash imkonini beradi.

Gee (2007) tadqiqotlariga ko'ra, o'yin va jamoaviy hamkorlik orqali o'rganish an'anaviy usullarga qaraganda samaraliroq. Chunki bu usul motivatsiyani oshirib, o'quvchilarni faol muloqotga undaydi. Masalan, Duolingo, HelloTalk, Reddit, Telegram guruhlar va virtual darslar orqali o'quvchilar real hayotiy vaziyatlarda tilni qo'llash imkoniyatiga ega bo'ladilar.

Afzalliklari:

Faol muloqot va interaktivlik

Tilni real hayotda qo'llash

Motivatsiyani oshirish

Barcha uchun ochiq va qulay ta'lim muhiti

Natijada, ijtimoiy o'rganish orqali til o'rganish samaradorligi sezilarli darajada ortadi.

Xulosa Raqamli texnologiyalar yordamida til o'rganish zamonaviy ta'limning muhim yo'nalishlaridan biri bo'lib, samaradorlikni oshirish uchun turli innovatsion usullarni qo'llash muhimdir. Gamifikatsiya, sun'iy intellekt, VR va AR texnologiyalari, shuningdek, onlayn hamjamiyatlar til o'rganish jarayonida samarali natijalarga olib kelmoqda.

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EFFECTIVE CLASSROOM MANAGEMENT STRATEGIES FOR NOVICE TEACHERS

F. Mamatkulova ¹, N. Yuldasheva ²*Abstract:*

Classroom management is a fundamental skill that every new teacher must develop to create a productive and engaging learning environment. Effective classroom management strategies ensure student discipline, enhance engagement, and promote a positive classroom culture. This paper explores key strategies such as setting clear expectations, fostering teacher-student relationships, using positive reinforcement, implementing structured routines, and managing classroom behavior proactively. By adopting these techniques, new teachers can build a well-organized and supportive learning space that maximizes student success and minimizes disruptions.

Key words: Classroom management, engagement, discipline, positive reinforcement, structured routines, relationships, classroom rules, effective teaching strategies, motivation.

Classroom management is a fundamental component of effective teaching, especially for novice educators who are refining their instructional methodologies and leadership abilities. An effectively managed classroom establishes the groundwork for student achievement by reducing interruptions, promoting participation, and cultivating a good learning atmosphere. Many newbie educators have challenges in classroom management due to inexperience, insufficient preparation, or difficulties in combining authority with student-centered pedagogy. In the absence of effective management tactics, even the most meticulously planned lessons can be disrupted by distractions, behavioral problems, and lack of involvement. Exploring foreign languages offers a thrilling journey that unveils new cultures and travel prospects, broadening our perspectives.(2024:7) The integration of educational technologies supports inclusivity and accessibility by providing tools and resources to accommodate diverse learners, including those with disabilities or language barriers.(2024:8)

Effective classroom management is not merely about enforcing discipline; it is about creating an organized, respectful, and motivating learning atmosphere where students feel safe, valued, and encouraged to participate. Research indicates that teachers who implement strong classroom management techniques experience fewer behavioural disruptions, increased student engagement, and improved academic performance (Marzano et al., 2003). Poorly managed classrooms frequently result in irritation, diminished student motivation, and a general deterioration in learning outcomes. This underscores the necessity of providing new educators with competent management skills to adeptly address the issues of contemporary classrooms.

Historically, various theories and models have been developed to guide educators in managing their classrooms effectively. B.F. Skinner's behaviourist approach (1953) introduced the concept of reinforcement, emphasizing the use of rewards and consequences to shape student behaviour. Similarly, Jacob Kounin (1970) highlighted the importance of "withitness"—a teacher's ability to anticipate and address disruptions before they escalate. William Glasser's Choice Theory (1998) emphasized student autonomy and intrinsic motivation, positing that students are more inclined to exhibit good behavior when they perceive control over their learning. These theories, together with contemporary research, establish a robust framework for novice educators to cultivate their classroom management competencies.

Novice educators frequently encounter a range of obstacles, including managing substantial class sizes, accommodating various learning requirements, and addressing behavioural disruptions while preserving instructional efficacy. As student demographics grow, classrooms are increasingly diverse regarding cultural backgrounds, academic capacities, and social-emotional requirements. This complexity necessitates that educators implement adaptable and inclusive management systems that accommodate all students. Differentiated instruction, positive reinforcement, clear communication, and structured routines have been identified as some of the most effective approaches to managing today's dynamic classrooms (Evertson & Emmer, 2017).

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This article seeks to examine evidence-based classroom management practices that novice educators can employ to establish an organized, engaging, and student-focused learning environment. The principal topics addressed are establishing explicit expectations, fostering robust teacher-student connections, employing positive reinforcement, utilizing organized routines, proactively controlling behaviour, promoting active involvement, and accommodating varied student needs. By mastering these tactics, novice educators can cultivate confidence in their classroom leadership abilities and foster a beneficial influence on student learning and behaviour.

There are some key strategies for effective classroom management.

1. Formulating Explicit Regulations and Anticipations

Establishing explicit guidelines from the outset guarantees that pupils comprehend the expectations placed upon them. Classroom expectations must be straightforward, succinct, and regularly upheld. Educators might engage students in formulating a classroom contract, so enhancing their accountability for behaviour.

2. Cultivating Robust Teacher-Student Relationships

An affirmative teacher-student connection cultivates trust and reciprocal respect. Investing effort in understanding students' interests, backgrounds, and learning preferences helps foster a hospitable teaching environment. When students perceive themselves as valued, they are more inclined to participate and adhere to classroom standards.

3. Executing Positive Reinforcement

Reinforcing positive behaviour through commendation, incentives, and acknowledgment inspires pupils to comply with school standards. Positive reinforcement techniques, including verbal commendation, certificates, and minor privileges, can be exceptionally helpful in encouraging desirable behaviour.

4. Establishing Organized Routines

A well-structured classroom with defined procedures offers pupils a sense of security. Consistent scheduling for events, transitions, and assignments mitigate uncertainty and maintain student concentration on learning.

5. Proactive Behaviour Management

Effective classroom management entails anticipating possible disruptions and stopping them before they escalate, rather than only reacting to them. Non-verbal signals, spatial regulation, and redirection strategies can assist in preserving order while reducing confrontations.

6. Promoting Engaged Involvement

Maintaining student engagement in lessons is essential for effective classroom management. Engaging activities, including debates, collaborative projects, and experiential learning, sustain student attention and reduce disruptions.

7. Tailoring Instruction to Address Student Requirements

Students exhibit varied learning styles and requirements. Employing visual, aural, and kinaesthetic instructional approaches differentiates education, so guaranteeing that all pupils have the necessary support for success. Delivering explicit instructions and tailoring lessons for diverse learning capabilities fosters inclusion in the classroom.

Effective classroom management is crucial for novice educators to establish a disciplined, engaging, and supportive learning atmosphere. By establishing explicit guidelines, cultivating robust connections, employing positive reinforcement, and proactively addressing behaviour, educators can reduce disruptions and enhance student achievement. Through persistent effort and flexibility, novice educators can cultivate the competencies required to sustain an effectively managed classroom that promotes academic success and personal development.

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THE EFFECTIVENESS OF GIVING FEEDBACK IN MODERN WAYS OF TEACHING ENGLISH

Z. Baratova ¹

Abstract:

Providing feedback is an essential aspect of language learning, helping students improve their proficiency and confidence in English. This article explores the effectiveness of modern feedback techniques in English language teaching, emphasizing digital tools, peer assessment, and formative assessment strategies. It also discusses the psychological and pedagogical implications of constructive feedback and its impact on student motivation and learning outcomes.

Key words: feedback, language teaching, digital tools, peer assessment, formative assessment, motivation.

Introduction

Feedback plays a crucial role in the English language learning process, as it helps students recognize their strengths and areas for improvement. Traditional methods of feedback, such as teacher-centered correction, have evolved significantly with advancements in educational technology and pedagogy. Modern approaches focus on interactive, student-centered, and technology-enhanced methods, making feedback more engaging and effective.

Modern Methods of Feedback in English Teaching

Digital Feedback Tools. With the rise of online education, digital platforms such as Google Classroom, Turnitin, Grammarly, and AI-powered writing assistants provide instant, detailed feedback on students' language use. These tools help learners track their progress and make necessary corrections independently.

Peer Assessment and Collaborative Learning. Encouraging students to evaluate each other's work fosters a deeper understanding of linguistic structures and self-improvement. Peer feedback activities, facilitated through classroom discussions or online forums, enhance students' critical thinking and analytical skills.

Formative Assessment Strategies. Unlike summative assessments, which evaluate students at the end of a learning period, formative assessments provide ongoing feedback that helps learners improve continuously. Methods such as one-on-one feedback sessions, progress portfolios, and real-time corrections during speaking activities enable students to refine their language skills.

Audio and Video Feedback. Recorded feedback, where teachers provide audio or video comments on students' work, personalizes the learning experience and allows for detailed explanations. This method is particularly useful for pronunciation and speaking assessments.

Gamification and Interactive Feedback. Using interactive platforms like Kahoot, Quizlet, and Duolingo makes feedback more engaging. Gamified feedback encourages learners to take an active role in their learning process, making corrections less intimidating and more motivating.

The Psychological and Pedagogical Impact of Feedback. Effective feedback not only corrects errors but also encourages a growth mindset among students. Constructive feedback that highlights progress and suggests improvements rather than merely pointing out mistakes boosts learners' motivation. Research suggests that positive reinforcement and immediate feedback significantly enhance students' willingness to engage with the learning material.

Challenges in Providing Effective Feedback. Despite its advantages, modern feedback techniques present challenges, such as: Time constraints is vital in personalized feedback requires additional time and effort from educators. Student receptivity is trigger in some learners may struggle with accepting criticism, making it essential to provide feedback in a supportive manner. Technology dependence is over-reliance on automated feedback tools may reduce human interaction and critical thinking in the learning process.

Conclusion

Modern feedback techniques have transformed English language teaching, making learning more interactive, personalized, and effective. By integrating digital tools, peer assessment, and real-time formative feedback, educators can significantly enhance students' language acquisition and confidence. However, balancing technology with traditional human interaction remains crucial for optimal learning outcomes.

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KOREYS TILINI CHET TILI SIFATIDA O'QITISHNING TARIXI

Sh. Mirzayev ¹, Lee Young man ²

Annotatsiya:

Ushbu maqolada koreys tilini o'qitish usullari, samarali pedagogik yondashuvlar va til o'rganishda duch kelinadigan qiyinchiliklar muhokama qilinadi. Tadqiqotda kommunikativ yondashuv, audiovizual vositalardan foydalanish va interfaol dars metodlari koreys tilini o'zlashtirishga qanday ta'sir ko'rsatishi o'rganilgan. Shuningdek, maqolada grammatikani tushuntirish va talaffuzni shakllantirish bo'yicha eng samarali texnikalar taqdim etiladi.

Kalit so'zlar: koreys tilini o'qitish, til o'rganish metodikasi, kommunikativ yondashuv, audiovizual vositalar, interfaol darslar, grammatika o'qitish, talaffuzni shakllantirish, madaniy kontekst, amaliy mashg'ulotlar, xorijiy til pedagogikasi.

Koreys tili chet tili sifatida o'qitilishning ilk bosqichlari xalqlarning o'zaro aloqalari rivojlanishi va chet elliklar bilan aloqa qilish natijasida vujudga kelgan. Shuning uchun koreys tili aynan qaysi davrdan o'qitilish boshlanganini aniq bilish qiyin. Biroq, yozma manbalarga ko'ra, u hech bo'lmaganda Silla qiroli Seongdeok davriga borib taqaladi. Yaponiyaning bazi manbalarida Koreya davlati va koreys tilini o'rgangan bazi yoshlar haqida manbani ko'rish mumkin.

Keyinchalik, Yaponiyada, 1720-yilda, konfutsiy nazariyasi bo'yicha olim Yumori koreys tili maktabini tashkil etishni taklif qildi va 1727-yilda ushbu maktabni joriy qildi. Bu koreys tili bo'yicha tashkil etilgan birinchi ta'lim muassasasi bo'lsa kerak. Xitoyda Song sulolasidan bo'lgan F Cham-Hil koreys tili haqida o'z asarini yozgan, Min sulolasi davrida esa Goryeo va Joseon tillarini o'rganish imkoniyatini yaratgan maxsus qo'llanma nashr etilgan.

Biroq bundan keyin koreys tili ta'limida tizimli va keng miqyosda katta taraqqiyot bo'lmadi. Birgina Xitoy misolida qarasa, 1922-yilgacha koreys tili bo'limiga ega bo'lgan atigi beshta universitet bo'lgan bo'lsa, bugungi kunda ularning soni 40 ga yaqin ekanligi ma'lum. Yaponiya misolida qarasa, diplomatik aloqalarni mustahkamlash davri bo'lgan 1960- yillarda koreys tilini chuqurlashtirib o'qitadigan universitetlarning soni beshtani tashkil qilgan bo'lsa bugungi kunda koreys tilini o'qitadigan universitetlarning soni 65 taga yetdi. Bundan tashqari, Avstraliya va Amerikaning HSC (High School Certificate) va SAT (Scholastic Assessment Test) II maktablarida koreys tili ixtiyoriy fan sifatida qabul qilingan. Shuning uchun bu mamlakatlarda koreys tili hatto boshlang'ich va o'rta maktablarda ham o'qitiladi. Shunday qilib, bugungi kunda koreys tili 50 ga yaqin davlatlarning 300 ga yaqin muassasalarda, jumladan universitetlar va ilmiy-tadqiqot institutlarida o'qitilmoqda. Koreys tili bugunga kelib global o'rganish obyektiga aylandi.

Koreys tilini o'qitish tarixi mana shu davrlardan o'tadi. Biroq koreys tilini o'qitishning dastlabki davrlarida ta'lim tizimi jahon sdandartlari darajasiga mos bo'lmagan va o'quv dasturi yo'q, darsliklar ham yomon holatda bo'lgan.

Bundan tashqari, tizimda koreys tili ta'limiga mas'ul bo'ladigan o'qituvchilarni tayyorlaydigan ta'lim muassasasi yo'q bo'lgan. Koreys tili ta'limi uchun hech qanday o'qitish metodikasi ham ishlab chiqilmagan. Lekin mana shunday sharoitda ham koreys tilini bilish imtihoni o'tkazilayotgani quvonarli. Koreys tilidagi ta'lim endi rivojlangan mamlakatga xos bo'lishi kerak.

Sababi, koreys tili bugungi kunda butun dunyo e'tiborining mavzusiga aylanib bormoqda va koreys tilini o'qitish fuqarolik diplomatlari va madaniyat vakillarini tayyorlash, xorijiy davlatlarga malakaliy koreys tili mutaxasislarini tayyorlab berish lozim. Shu kabi chet elda koreys tilini o'qitish 130 yillik uzoq tarixga ega, ammo Koreyada koreys tili ta'limi bor-yo'g'i 40 yil atrofidagi tarixga ega xolos. Qolaversa, shuni aytish mumkinki, aynan 1980-yillarning oxirida koreys tilidagi ta'lim va tadqiqotlar to'g'ri muvozanatlasha boshlagan. Shunday ekan, koreys tilini o'qitish metodikasi shu paytgacha tizimli ravishda amalga oshirildi, deyish qiyin. Hatto yomon ta'lim sharoitlarida ham, u bir nechta koreys tilshunoslari, mutaxasislari va ta'lim sohasidagi o'qituvchilarning say-harakatlari bilan arang saqlanib qolgan deb baholanadi. Shu bois Koreyadagi asosiy koreys tili ta'lim muassasalarining hozirgi holati va dolzarb sharoitlariga nazar tashlasak, koreys tili ta'limining bugungi holati va

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unga asoslangan rivojlanish metodikasini topish mumkin. Qolaversa, koreys tili ta'limining nazariy asosi deyish mumkin bo'lgan tadqiqotlarning bugungi holatini davrlar bo'yicha o'rganib, o'tmish va hozirgi sohalarida chuqurroq o'rganishga muhtoj bo'lgan tadqiqotlarning kamligini aniqlash mumkin bo'ladi.

1950-yillarda koreys ta'li o'qitilishi boshlanishida missionerlik, siyosiy ta'lim

va harbiy maqsadlar asosiy e'tibor berilgan, lekin oxirgi 60 yil ichida koreys tilini o'qitish va o'rganish maqsadlari butunlat o'zgardi. Til sevimli mashg'ulot, ya'ni, hobby sifatida, bundan tashqari chet elda o'qish va ishga joylashish kabi jihatlardan ilk davrdagi o'qish maqsadlaridan farq qiladi. Chet elliklarga ushbu ehtiyojlarni qondirish uchun ko'plab til institutlari maxsus kurslarni taklif qilishni boshlashdi.

O'qish va akademik maqsadlarda koreys tilining qisqa muddatli maxsus kurslari va universitetlarga yo'llanma beruvchi kurslar tashkil qilindi. Biroq bu takliflar unchalik muvoffaqiyatli amalga oshmagan. Buning asosiy sabablarini koreys tilini o'qitish borasida ko'p ilmiy tadqiqotlar o'tkazilmaganligi va o'qitish usullari va baholash tizimlari tilni o'qitishdagi to'rtta asosiy kompetensiyaga ajratilmaganligida ko'rish mumkin.

1950-yillarga qadar AQShda o'qish darslarida grammatik tarjimaga yo'naltirilgan mazmunni tushunish darslari ustunlik qildi. 1956-yilda Benjamin Bloom "Bloom taksonomiyasi" yaratadi va bu taksonomiya chet tilini o'qitishda ham joriy qilinadi. Bloom o'z taksonomiyasida bilish jarayonini oltita guruhga ajratdi. Bular bilish, tushunish, amalda qo'llash, tahlil qilish, sintez, baholash kabi kompetensiyalardir. Bloom ushbu texnologiyani ishlab chiqqanidan so'ng chet tilini o'qitish muammosini hal qilishda Qo'shma Shtatlardagi boshlang'ich va o'rta maktablarda o'qishni o'rgatish ancha yaxshilandi. Bu texnologiya Koreya ta'limida ham sinab ko'rish rejalashtirildi va koreys tili ta'lim tizimiga kiritilib o'qitishning Bloom texnologiyasi asosida darslar tizimli ravishda dastlab boshlang'ich va keyinroq o'rta kurslarda ham olib boriladi.

O'zbekistonda koreys tilini o'qitish o'tgan asrning oxirgi choragiga borib taqaladi. 1991-yilda O'zbekiston Respublikasi o'z mustaqilligini qo'lga kiritgandan so'ng, Koreya Respublikasi va O'zbekiston Respublikasi o'rtasidagi o'zaro samarali hamkorlikni yo'lga qo'yish maqsadida Toshkent davlat sharqshunoslik instituti qoshida koreys filologiyasi kafedrasini tashkil etildi. Dastlab, u yapon filologiyasi kafedrasiga tarkibiga kiritilgan. 1992-yildan boshlab alohida kafedra sifatida faoliyat yuritib kelmoqda.

O'zbekistondagi koreys tilini rivojlantirishning dastlabki bosqichida milliy kadrlarga bo'lgan ehtiyoj juda katta bo'lgan va bu muammo Koreya Respublikasidan maxsus ma'ruzalar o'qish uchun taklif qilingan "KOICA" tashkiloti volontyorlari hamda "Korea Foundation" fondi tomonidan taklif qilingan professor-o'qituvchilari yordamida bartaraf etilgan bo'lsa, hozirgi kunda bu masala o'zining to'liq yechimini topdi. Bugungi kundagi koreysshunoslarning asosiy qismini Toshkent davlat shaqshunoslik institutining dastlabki filologik bilimga ega bo'lgan bitiruvchilari tashkil qiladi.

2005-yili O'zbekiston davlat jahon tillar universitetida "Koreys filologiyasi" kafedrasiga asos solindi. 2006-yildan esa Samarqand davlat chet tillar institutida ham koreys tili ta'lim yo'nalishi ochildi va 2022-yildan mustaqil "Koreys filologiyasi" kafedrasini sifatida faoliyat olib bormoqda. Bugungi kunda koreys tili – O'zbekistonda eng mashhur xorijiy tillardan bittasi hisoblanadi. Koreya Respublikasi O'zbekistonda ta'lim sistemasini yangilash jarayoniga muhim hissa qo'shdi. O'zbekistonda kadrlar tayyorlash va koreys tilini o'qitish uchun barcha sharoitlar yaratilishida Koreya Respublikasining O'zbekistondagi elchixonasi, Koreya Respublikasining Toshkentdagi ta'lim markazi, Koreya ta'lim departamenti, Chet ellik koreyslar fondi, Koreya Foundeyshin, Xalqaro hamkorlik bo'yicha koreys agentligi (KOICA), Koreysshunoslik akademiyasi, Osiyo madaniyati va taraqqiyoti instituti va boshqa ijtimoiy tashkilotlar, Koreya Respublikasining oliy o'quv yurtlari yaqindan amaliy yordam ko'rsatishmoqda. O'zbekistonda koreys tili qator oliy o'quv yurtlarida, jumladan, O'zbekiston jahon iqtisodiyoti va diplomatiya universiteti, Urganch davlat universiteti, Berdax nomidagi Qoraqalpog'iston davlat universiteti (KOICA tashkiloti rahbarligida), Ajiniyaz nomidagi Nukus davlat pedagogika instituti, Qarshi pedagogika instituti, Buxoro davlat pedagogika instituti, Namangan davlat pedagogika instituti, Andijon davlat universiteti, Angren viloyat pedagogika institutida o'qitilmoqda. [5]

Shu bilan birga Koreya Respublikasi tomonidan "Sejong" va "NewHope" kurslari ochilgan. O'zbekiston bo'yicha 158 turli kurs va markazlar (maktablar, kollejlari va oliy o'quv yurtlari, koreys madaniyat markazi qoshida kurslar va h.k.) da koreys tili o'qitilmoqda. Bugungi kunda 12 mingdan ortiq odam koreys tilini o'rganmoqda (2020-yilgi ma'lumot). 1992 yili Koreya Respublikasining O'zbekistondagi elchixonasi rahbarligida ochilgan Koreya Respublikasining Toshkent shahridagi ta'lim markazi O'zbekistonda koreysshunoslikni rivojlantirishda katta rol o'ynadi. Koreya Respublikasi ta'lim markazi koreys tiliga ixtisoslashtirilgan maktablarga o'quv adabiyotlari hamda zamonaviy texnik jihozlar bilan ta'minlashda yaqindan amaliy yordam ko'rsatadi. Shuningdek, ta'lim markazi koreys tili bo'yicha maktab o'qituvchilarining malaka oshiri-shlarida ham yordam ko'rsatmoqda, bunga har yili koreys tilini o'qitish metodikasiga bag'ishlab o'tkaziladigan seminarlar yaqqol misol bo'la oladi. Seminarda Koreya Respublikasi nufuzli oliy o'quv yurtlaridan tashrif buyurgan professorlar ma'ruza qilishadi. So'ngi yillarda ta'lim markazi respublika oliy o'quv yurtlari bilan ham hamkorlikni yo'lga qo'yishmoqda. Ta'lim markazida faoliyat yuritayotgan professor-o'qituvchilar tomonidan ochiq ma'ruzalar

o'tkazilishi yo'lga qo'yildi. Umuman olganda, Toshkentdagi ta'lim markazining asosiy maqsadi hozirgi kunda jahonda 15-o'rinni egallagan, millionlab insonlar muloqot qiladigan koreys tilini o'rganishda O'zbekiston xalqi uchun qulay sharoitlar yaratishdan iboratdir. Shuning uchun ham taraqqiyot yo'lida olg'a siljayotgan jahon tillaridan biri kabi koreys tili har ikki davlat strategik manfaatlariga javob beradi, va koreys tilini o'rgatish masalalari O'zbekistonda davlat tomonidan qo'llab-quvvatlanmoqda.

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INNOVATIVE WAYS OF TEACHING ENGLISH

G. Hayitova ¹*Abstract:*

This article explores innovative ways of teaching English, including the flipped classroom model, gamification and task-based language teaching. This article also highlights the theoretical foundations, benefits, challenges, and assessment methods of the flipped classroom model.

Key words: English language teaching, innovation in education, flipped classroom, gamification, artificial intelligence, experiential learning, task-based learning.

The traditional methods of teaching English, such as grammar translation and lecture-based instruction, have been criticized for their lack of engagement and limited effectiveness in real-world language acquisition. Modern approaches in English language teaching (ELT) focus on interaction, communication, and the integration of technology to create an immersive learning experience. According to Krashen's input hypothesis, language acquisition is most effective when learners are exposed to comprehensible input in meaningful contexts [7]. Similarly, Vygotsky's socio-cultural theory emphasizes the role of social interaction in cognitive development, reinforcing the need for interactive teaching methods [13]. Innovations in language teaching align with these theories, providing opportunities for meaningful engagement and practical language use.

The traditional model of English language teaching often relies on direct instruction in the classroom, followed by homework for practice. However, recent pedagogical shifts have emphasized active learning, prompting the rise of the flipped classroom approach. According to Bergmann and Sams, the flipped classroom inverts conventional teaching by having students engage with instructional content such as videos, readings, and podcasts outside the classroom, while class time is dedicated to discussions, problem-solving, and interactive tasks [3]. Vygotsky's socio-cultural theory supports this model, as it emphasizes the importance of social interaction in cognitive development. Additionally, Bloom's taxonomy suggests that lower-order cognitive tasks (e.g., remembering, understanding) should be addressed before class, allowing higher-order thinking (e.g., analyzing, evaluating) to take place during face-to-face interactions [1].

Teachers provide students with pre-recorded lectures, digital resources, and reading materials before class. Platforms like Edpuzzle, YouTube, and Google Classroom facilitate content delivery, ensuring accessibility and flexibility. This self-paced learning allows students to revisit complex topics as needed. Instead of passive listening, classroom time is devoted to active learning activities such as group discussions, peer teaching, debates, and problem-solving exercises. These activities enhance comprehension, communication skills, and collaboration. Technological advancements support the flipped classroom model. Learning management systems (LMS) such as Moodle, Blackboard, and Schoology help organize course materials, track progress, and facilitate communication. Additionally, tools like Kahoot!, Quizizz, and Flipgrid encourage engagement through interactive assessments and video responses.

One of the primary benefits of the flipped classroom model is its impact on language acquisition. Speaking and listening skills improve as students spend more class time engaged in conversations, discussions, and collaborative exercises. Activities such as role-playing, debates, and presentations provide opportunities for real-world communication. Listening comprehension is enhanced through exposure to varied audio-visual resources before class, allowing students to process language at their own pace. Reading skills develop through assigned texts, articles, and interactive e-books, which students explore before attending lessons. Teachers can design comprehension activities to ensure students engage deeply with the materials. Writing skills benefit from in-class workshops where students receive immediate feedback on their drafts, engage in peer review, and collaborate on writing tasks. This continuous engagement with the four language skills makes the flipped classroom an effective model for English language learning.

To ensure the success of a flipped classroom, teachers must implement appropriate assessment methods. Formative assessments, such as quizzes, reflection journals, and discussion board posts, help track students' understanding of pre-class materials. Interactive classroom activities, such as peer reviews and oral presentations, serve as performance-based assessments. Digital tools like Google Forms, Padlet, and Edmodo

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allow for quick and efficient feedback. Summative assessments, including essays, language portfolios, and project-based evaluations, provide a comprehensive measure of student progress over time.

Despite its advantages, the flipped classroom model faces challenges. Student readiness can be an issue if learners do not engage with pre-class materials. Teachers can address this by incorporating quizzes or discussion prompts to ensure accountability. Technological barriers, such as limited access to devices and the internet, can hinder learning, but schools can provide alternative resources like offline materials or in-class technology access. Teacher preparation is another challenge, as creating high-quality instructional content requires time and effort. Institutions should offer training and resources to support educators in implementing the flipped model effectively.

The flipped classroom approach offers a dynamic and effective way to teach English, encouraging active participation and deeper comprehension. By shifting passive learning outside the classroom, students can focus on developing essential language skills through interactive activities. Although challenges exist, they can be mitigated through proper planning and resource allocation. As educational trends continue to shift toward student-centered learning, adopting the flipped model can significantly enhance English language instruction and prepare learners for real-world communication.

Another innovative approach is gamification, which integrates game-like elements into learning to boost motivation and engagement. Gamified learning includes point-based rewards, badges, leaderboards, and competitive challenges. According to Kapp, gamification enhances student motivation by providing immediate feedback and a sense of achievement. English teachers can incorporate digital platforms such as Kahoot!, Quizizz, and Duolingo, where students practice vocabulary, grammar, and listening skills in an interactive format.

A widely recognized communicative approach is task-based language teaching (TBLT). Unlike traditional methods that focus on isolated grammar exercises, TBLT encourages learners to complete meaningful tasks using the target language. Research by Ellis supports the effectiveness of TBLT in developing communication skills [4]. In a classroom setting, students may be asked to plan a trip, create a business presentation, or engage in problem-solving discussions in English.

Innovative methods in English language teaching have transformed the learning experience, making it more interactive, student-centered, and effective. The flipped classroom model promotes active learning, gamification increases motivation, AI tools provide personalized support, experiential learning enhances practical language use, and task-based learning improves communication skills. These approaches align with contemporary language acquisition theories and cater to diverse learning needs.

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ПРИМЕНЕНИЕ ЛИНГВОДИДАКТИЧЕСКИХ ИГР И ПРИЕМОВ НА УРОКАХ РУССКОГО ЯЗЫКА (НА ПРИМЕРЕ НАЦИОНАЛЬНЫХ ГРУПП)

Н. Негматова ¹

Аннотация:

Статья рассматривает значимость игровых технологий в обучении русскому языку как иностранному. Основное внимание уделяется дидактическим функциям игры в развитии коммуникативной компетенции. Обсуждаются условия применения игровых технологий, а также представлена схема их внедрения в учебный процесс по русскому языку как иностранному. В статье делается вывод, что использование игры способствует улучшению образовательного процесса и его результатов.

Ключевые слова: игра, игровые технологии, лингводидактика, лингводидактическое средство.

Методика преподавания русского языка как иностранного на современном этапе продолжает активно развиваться, создаются эффективные системы обучения, с использованием различных подходов и приемов, совершенствуются средства и формы презентации лексико-грамматического материала, обновляются и дополняются различные форматы учебных материалов и пр. В комплексе, существующие на данный момент системы обучения формируют умения и навыки учащихся в устной и письменной речи. [4] В методике обучения русскому языку как иностранному всегда подчеркивалась его тесная связь с развитием и воспитанием учащихся. В дидактике имеется разнообразие методов, направленных на развитие коммуникативной и лингвокультурной компетенции у обучающихся, обучающихся в национальных группах. Основной целью изучения русского языка как иностранного является не изучение его языковой системы, а развитие навыков общения на этом языке.

Игровые технологии способствуют достижению этих целей. Результаты исследования показывают, что регулярное использование игровых технологий в процессе изучения русского языка как иностранного помогает добиваться прочного усвоения языкового и речевого материала при возникновении дефицита учебного времени; при этом обеспечивается разнообразие видов учебной деятельности и форм общения. Появляется возможность разгрузить произвольную память обучающихся за счёт перевода учебной информации на произвольный режим тренировки, в оптимальные сроки вырабатывать у учащихся темп речи, близкий к среднему темпу речи носителей языка. Игровые технологии значительно увеличивают объём проработанного на занятии грамматического и лексического материала, интенсифицируют его усваивание, повышают качество образовательного процесса, помогают сформировать навыки и умения адекватных коммуникативных действий в социально значимых ситуациях речевого общения с использованием лингвистических и культурологических знаний [1].

Лингвистическая игра является важной частью учебного процесса, которая может незаметно вовлечь обучающегося в учебную деятельность, развить его способности, превращая его в мыслящую и творческую личность, а также помочь освоить основные лингвистические понятия и способствовать их усвоению и запоминанию.

Ученые по-разному определяют понятие лингвистической игры. Н.Д. Голев в своей статье «Языковая игра как лингводидактический принцип» трактует языковую игру как собственно языковой феномен, т. е. особое состояние языка, в котором актуализируются его асимметрические особенности. Ее применение в дидактических целях вызвано тем условием, что в таком состоянии принципы устройства и функционирования языка, невидимые при повседневном употреблении языка, как бы открываются ученику. [2]

Лингвистические игры выполняют важные функции:

1. Введение новой темы и повторение старой происходит за счет использования игровой формы, что способствует легкому запоминанию информации и развитию умения применять ее;
2. На занятиях русского языка игры способствуют развитию языковой, лингвистической и коммуникативной компетенций;
3. Также использование лингвистической игры позволяет сделать обучение русскому языку привлекательным и интересным, облегчает учебный процесс, делая его ближе и увлекательнее. Для нас

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это было особенно важно во время преподавания раздела морфологии, так как данный раздел при неправильном подходе к преподаванию может оказаться одним из трудных и неинтересных для изучения.

В ходе практики мы применяли различные лингвистические игры. На уроках русского языка и внеаудиторных мероприятиях мы интегрировали в педагогический процесс следующие игры:

1. Толкование слов: наука, портной, самовар, мастерить, ученый. Данная игра использовалась в качестве актуализации знаний. Проведение данного упражнения на протяжении нескольких занятий помогает студентам освоить грамматический строй речи и пополнить свой лексический запас.

2. Подбор к одному слову родственных слов. Например, от глаголов движения ходить, идти, гулять нужно образовать все виды глагольных форм. Такие игры развивают аналитическую деятельность, помогают воспитать умственные способности обучающегося.

3. Использование поговорок, пословиц и различных фрагментов из текста, которые учащиеся знают, могут угадывать автора текста или пытаться объяснить значение пословицы. Такая игра не только формирует интерес к материалу занятия, но и имеет связь с фольклором, литературой, развивают культуроведческую компетенцию. Например, пословица по теме «Краткие и полные причастия»: В чужом глазу сучок виден, а в своем и бревна не замечаем (Виденный – виден).

4. Решение кроссвордов. Работа над кроссвордом помогает проверить знания обучающихся, закрепить их умения и навыки, активизировать познавательную деятельность, расширить кругозор, закрепить в памяти термины, развить интеллект. Кроссворд можно использовать на различных этапах занятия: при актуализации знаний, повторении, закреплении, при фронтальной и индивидуальной работе, при работе в парах, в группах.

5. Викторины, где обучающиеся быстро размышляют и отвечают на вопросы: Сколько букв в русском языке? Сколько частей речи в русском языке? На какие вопросы отвечает глагол? и т.п.

В процессе таких игр появляется здоровое соперничество с другими обучающимися, которое увлекает их и делает их деятельность более интересной и эмоционально насыщенной, что в итоге повышает эффективность учебно-воспитательного процесса и позволяет достичь более продуктивных результатов.

Таким образом, лингвистические игры помогут создать благоприятные условия для обучения современным студентам. Они могут как актуализировать знания, так и развивать новые навыки в игровой форме, облегчая тем самым обучение студентам национальных групп.

Внедряя игры в педагогический процесс отнюдь не так просто, как кажется на первый взгляд, но игра была и остается важным методом обучения.

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EFFECTIVE METHODS OF TEACHING KIDS ENGLISH

N. Xalikulova ¹

Abstract:

This article explores effective methods for teaching English to young learners. It emphasizes the importance of a communicative approach, incorporating various techniques to create an engaging and interactive learning environment. The discussion focuses on strategies. Total Physical Response): Using physical actions to reinforce vocabulary and grammar concepts. Songs and Rhymes: Incorporating music and rhythm to make learning enjoyable and memorable. Games and Activities: Utilizing games to practice language skills in a fun and competitive way. Storytelling and Drama: Encouraging creative expression and language use through storytelling and role-playing. Visual Aids and Technology: Employing visual tools and technology to enhance comprehension and engagement. The article concludes by highlighting the significance of positive reinforcement, individual attention, and a focus on the four language skills (listening, speaking, reading, and writing) in creating effective English language learning experiences for young learners

Key words: Interactive learning, Games and activities, Visual aids Storytelling, Songs and music, Role-playing, Total Physical Response (TPR), Spaced repetition, Immersion, Positive reinforcement, Differentiated instruction, Learner-centered approach, Real-world context, Technology integration, Collaborative learning.

Introduction: Teaching English to young learners can be a rewarding and fun experience. However, it requires a strategic approach to ensure that the learning process is engaging, effective, and enjoyable. By incorporating a variety of methods and techniques, educators can create a stimulating environment that fosters language acquisition. In this guide, we will explore some of the most effective methods for teaching English to children. These methods are designed to cater to young learning process both fun and educational.

Teaching English to young learners requires a creative and engaging approach. Here are some effective methods to make the learning process fun and effective

1. Total Physical Response (TPR):

How it works: This method connects language learning with physical actions. You give commands in English, and children respond with physical movements.

Benefits: It's great for kinesthetic learners, improves listening comprehension, and helps children associate words with actions.

2. Interactive Stories Storytelling: Children are naturally drawn to stories. Use simple, engaging stories that introduce new vocabulary and sentence structures. Interactive storytelling (e.g., with props, puppets, or pictures) can help reinforce language skills. Read Aloud: Reading aloud to children helps with pronunciation, listening skills, and vocabulary. Ask them questions about the story to engage them in discussion.

3. Songs and Rhymes Songs: Children's songs, nursery rhymes, and chants are fantastic for teaching pronunciation, rhythm, and vocabulary. Songs can make abstract concepts like grammar more memorable. Action Songs: Songs that involve movement, like "Head, Shoulders, Knees and Toes," or "If You're Happy and You Know It," can teach both language and physical coordination.

4. Total Physical Response (TPR) Incorporating Movement: TPR is a method where children respond physically to verbal instructions, helping them learn vocabulary and language structures. For example, you can give commands like "stand up," "jump," or "sit down" and the kids perform the actions. Learning Commands: Use simple, actionable phrases that kids can physically respond to. This helps them associate words with actions and improves retention.

5. Visual Aids Pictures and Flashcards: Visuals can help children understand new words and concepts. Use picture books, posters, charts, and flashcards to introduce and reinforce vocabulary. Real-Life Objects: Bring in objects related to the lesson. For example, if you're teaching food vocabulary, you might bring in real fruits or play food items. Videos and Animations: Age-appropriate English-language videos or cartoons can engage children while exposing them to natural English usage.

6. Repetition and Routine Daily Practice: Language learning requires repetition, so establish daily or weekly routines to help kids remember vocabulary and grammar. Songs, questions, and simple phrases that

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are repeated every day will help kids internalize new words and phrases. Routine Phrases: Introduce common phrases for daily activities (e.g., "Good morning!" "How are you?") Kids can practice them frequently.

7. Use Technology Apps and Games: There are many educational apps designed for kids learning English. These apps often combine fun with learning, offering interactive games, videos, and quizzes that teach vocabulary, grammar, and reading skills. Interactive Websites: Websites with animated stories, vocabulary games, and listening exercises can also enhance learning, especially for older kids

8. Use Simple and Clear Language Short Sentences: Keep instructions and conversations short and simple, especially for young learners. Use clear, straightforward sentences that are easy to understand. Visual Demonstrations: If explaining something complicated, demonstrate it with visuals or actions. For instance, if teaching the verb "to jump," demonstrate the action while saying the word.

9. Group Work and Pair Activities Collaborative Learning: Group activities or pair work allow children to practice speaking and listening with others. For example, they can work together to build a story, answer questions, or solve problems in English. Role-Playing: Role-playing activities like pretending to go shopping, ordering food in a restaurant, or acting out different professions can help kids practice real-life scenarios in English.

10. Positive Reinforcement Praise and Encouragement: Always encourage and praise kids for their efforts, whether they get it right or not. Positive reinforcement helps build confidence and motivation to continue learning. Rewards and Stickers: For younger learners, using reward systems like stickers or small prizes can be a great way to encourage participation and effort.

11. Story-Based Learning Interactive Books: Use storybooks with interactive elements, like flaps to lift or buttons to press for sounds. These keep kids engaged while teaching new words and phrases. Personalized Stories: Create stories where the children themselves are the main characters, incorporating their names or preferences. This makes the story more engaging and relatable.

12. Contextual learning through Themes: Teach English through thematic units (e.g., animals, family, school, weather) so kids can learn vocabulary and phrases that are related to their immediate world. This makes the language feel more practical and meaningful. Real-World Experiences: Take kids on field trips or nature walks and encourage them to speak in English, describing what they see and experience.

13. Incorporate Cultural Context Cultural Activities: Expose kids to English-speaking cultures through fun activities such as cooking, celebrating holidays (e.g., Halloween, Christmas), or learning about traditions and customs. Games from English-Speaking Countries: Introduce games from English-speaking countries (e.g., "Duck Duck Goose" or "Ring a Ring o' Roses") as a way to teach English while having fun.

14. Patience and Flexibility Be Patient: Children may take time to grasp new language concepts. It's important to be patient, give them space to make mistakes, and provide gentle corrections. Adaptability: Different kids learn in different ways, so be ready to adjust your teaching style to suit their needs. Some may benefit from more visual aids, while others may need more hands-on or auditory learning.

15. Total Physical Response (TPR): Rationale: This method connects language learning with physical movement, making it highly engaging for young learners. Implementation: Teachers use commands and gestures to direct students' actions, reinforcing vocabulary and grammar through physical activity.

16 Communicative Language Teaching (CLT) : Rationale: CLT emphasizes real-world communication and meaningful language use. Implementation: Teachers create opportunities for students to practice language skills in authentic contexts, such as role-playing, discussions, and simulations.

In conclusion, teaching English to young learners is a rewarding endeavor that requires a multifaceted approach. By incorporating a variety of engaging methods, such as storytelling, games, songs, and technology, educators can create a dynamic and immersive learning environment.

It is crucial to foster a positive and supportive atmosphere where children feel comfortable expressing themselves in English. By celebrating their successes, no matter how small, and encouraging their curiosity, we can inspire a lifelong love of learning. As we continue to explore innovative teaching techniques, it is essential to remember that the most effective methods are those that cater to the individual needs and learning styles of each child. By tailoring our instruction and providing ample opportunities for practice, we can empower young learners to become confident and proficient English speakers.

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THE ROLE OF MARIA MONTESSORI'S LEARNING THEORY IN TEACHING ENGLISH TO YOUNG LEARNERS

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Abstract:

This article explores the significance of Maria Montessori's learning theory in the context of teaching English to young learners. Montessori's approach emphasizes child-centered education, hands-on learning, and the importance of a prepared environment, which aligns well with the developmental needs of young children. The article discusses the core principles of Montessori's philosophy, such as independence, respect for a child's natural development, and the role of the teacher as a facilitator. It highlights practical applications of Montessori methods in English language teaching, including the use of sensory materials, individualized learning plans, and collaborative activities. By integrating Montessori's principles into English language instruction, educators can create a more engaging and effective learning experience that fosters language acquisition and promotes a love for learning among young learners.

Key words: Maria Montessori, learning theory, English language teaching, young learners, child-centered education, hands-on learning, prepared environment, language acquisition, educational philosophy.

The Montessori Method, developed by Dr. Maria Montessori in the early 20th century, is an educational approach that emphasizes child-centered learning, independence, and respect for a child's natural development. This method has gained global recognition for its innovative practices and principles that foster a love of learning and holistic development in children. This essay explores the key principles of the Montessori Method, highlighting its foundational concepts and their implications for education.

At the heart of the Montessori Method is the belief that children are active participants in their own learning. This principle emphasizes the importance of tailoring education to the individual needs, interests, and developmental stages of each child. In a Montessori classroom, children are encouraged to choose their activities from a range of options, allowing them to pursue their interests and learn at their own pace. This autonomy fosters intrinsic motivation and a sense of ownership over their learning process.

The concept of the prepared environment is central to the Montessori Method. Montessori classrooms are meticulously designed to be inviting, organized, and accessible to children. The environment is equipped with a variety of materials that are developmentally appropriate and promote exploration and discovery. Each material is purposefully selected to engage children's senses and facilitate hands-on learning experiences [1, 521].

The layout of the classroom encourages movement and interaction, allowing children to freely navigate their learning space. This prepared environment not only supports independent learning but also fosters social interaction and collaboration among peers. By providing a rich and stimulating environment, educators can nurture children's natural curiosity and desire to learn.

Respect for the child is a fundamental principle of the Montessori Method. This principle emphasizes the importance of recognizing and valuing each child as an individual with unique abilities, interests, and potential. Montessori educators are trained to observe and understand each child's needs, allowing them to provide appropriate guidance and support.

In a Montessori classroom, children are treated with dignity and respect, and their opinions and choices are valued. This respectful approach fosters a positive self-image and encourages children to develop confidence in their abilities. By creating a nurturing and supportive environment, educators can help children develop a strong sense of self-worth and autonomy [2, 53].

Montessori classrooms typically consist of mixed-age groups, often spanning three years. This structure allows younger children to learn from their older peers while providing older children with opportunities to reinforce their knowledge by teaching and mentoring younger classmates. This collaborative learning environment promotes social skills, empathy, and a sense of community.

The mixed-age setting also reflects the natural social dynamics found in families and communities, where individuals of different ages interact and learn from one another. This principle encourages children to develop leadership skills, cooperation, and a sense of responsibility for their peers.

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The Montessori Method emphasizes hands-on, experiential learning as a key component of education. Children engage with specially designed materials that promote exploration and discovery. These materials are often tactile and multi-sensory, allowing children to manipulate and interact with them in meaningful ways. For example, Montessori materials for mathematics may include beads, blocks, and other manipulatives that help children understand abstract concepts through concrete experiences. This hands-on approach not only enhances cognitive development but also fosters fine motor skills and sensory awareness.

The principle of freedom within limits is a cornerstone of the Montessori Method. While children are given the freedom to choose their activities and work at their own pace, this freedom is balanced with clear boundaries and expectations. Educators establish guidelines that promote respect, cooperation, and responsibility within the classroom [3, 58].

This principle encourages children to develop self-discipline and decision-making skills. By learning to navigate their choices within a structured environment, children gain a sense of agency and accountability for their actions. This balance of freedom and structure fosters independence while ensuring a safe and respectful learning environment.

Observation is a critical component of the Montessori Method. Educators are trained to observe children closely, assessing their interests, strengths, and developmental progress without interrupting their learning process. This observational approach allows educators to tailor their guidance and support to meet the individual needs of each child.

Assessment in the Montessori Method is formative rather than summative. Instead of traditional tests and grades, educators use observations and documentation to track each child's progress over time. This holistic assessment approach provides a comprehensive understanding of a child's development and learning journey [4, 23].

The Montessori Method places a strong emphasis on practical life skills, recognizing that these skills are essential for a child's overall development. Children engage in activities that promote independence, such as pouring, sweeping, and caring for plants. These practical life exercises not only develop fine motor skills but also foster a sense of responsibility and self-sufficiency.

By integrating life skills into the curriculum, the Montessori Method prepares children for real-world challenges and encourages them to become active, contributing members of their communities. This focus on practical skills complements academic learning and supports the holistic development of the child.

The Montessori Method is a transformative approach to education that prioritizes the needs and interests of the child. Its key principles—child-centered learning, prepared environments, respect for the child, mixed-age classrooms, hands-on learning, freedom within limits, observation and assessment, and emphasis on life skills—create a nurturing and stimulating educational experience. By fostering independence, curiosity, and a love of learning, the Montessori Method equips children with the skills and confidence they need to thrive in an ever-changing world. As education continues to evolve, the principles of the Montessori Method remain relevant, offering valuable insights into effective teaching practices that honor the unique potential of each child [5, 17].

Maria Montessori, an Italian physician and educator, revolutionized modern education with her unique philosophy, which emphasizes child-centered, experiential learning. Born on August 31, 1870, Montessori developed her educational approach in the early 20th century, driven by her desire to understand child development and promote educational practices that respect and nurture children's natural learning instincts. Her philosophy has had a lasting impact on early childhood education worldwide. This essay explores the key tenets of Montessori's educational philosophy, its underlying principles, and its significance in promoting lifelong learning.

At the heart of Montessori's philosophy is the belief in child-centered learning. Montessori posited that children are naturally curious and capable of directing their own learning when provided with the right environment and guidance. This perspective shifts the focus from traditional teacher-led instruction to a more individualized approach, where children can explore their interests and learn at their own pace.

In a Montessori classroom, students have the freedom to choose their activities from a carefully curated selection of materials. This autonomy fosters a sense of ownership and responsibility for their learning. The teacher's role transitions from that of a direct instructor to a facilitator or guide, observing children as they engage with the materials and providing support when necessary. This approach nurtures intrinsic motivation and encourages children to become active participants in their education.

Another fundamental aspect of Montessori's educational philosophy is the concept of the "prepared environment." Montessori believed that the physical environment plays a crucial role in a child's learning process. A well-prepared environment is organized, aesthetically pleasing, and designed to be accessible to

children. It contains materials that are suitable for various developmental stages and promote exploration and discovery [6, 34].

The Montessori classroom is structured to facilitate independent learning and collaboration among children. Materials are arranged in a way that encourages movement and interaction, allowing children to freely navigate their space. This emphasis on the environment ensures that children can engage with materials thoughtfully and purposefully, fostering concentration and deep learning.

Respect for the child is a core principle of Montessori's philosophy. Montessori emphasized the importance of recognizing each child as an individual with unique abilities, interests, and potential. This perspective promotes a deep respect for children's rights, opinions, and choices within the educational process.

In Montessori classrooms, children are treated with dignity and respect. Their opinions are valued, and their interests are taken into account when planning activities and selecting materials. This respectful approach fosters a positive self-image and encourages children to develop confidence in their abilities. By creating a nurturing environment where children feel safe and valued, Montessori educators facilitate emotional and social development alongside academic growth [7, 719].

Montessori identified "sensitive periods" in child development—specific windows of opportunity when children are particularly receptive to acquiring certain skills and knowledge. According to Montessori, these sensitive periods occur at various stages throughout early childhood and can include language acquisition, motor skills development, and socialization.

Understanding and respecting these sensitive periods is essential for effective teaching in Montessori settings [8, 241]. Educators are trained to observe and recognize when a child is ready to engage with specific materials or concepts, allowing them to introduce challenges and activities that align with the child's developmental readiness. This tailored approach to education supports optimal learning and encourages children to explore their interests deeply.

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DEVELOPING STUDENTS' CREATIVE COMPETENCE THROUGH LITERARY WORKS IN ENGLISH LANGUAGE TEACHING

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Abstract:

This paper explores how literary works can be used to develop students' creative competence in ELT. It highlights the importance of integrating literature into language classrooms and the pedagogical strategies that can foster creativity through literary engagement.

Key words: creative writing, literary text, short stories, novels, debates.

In a globalized world, fostering creativity in students is paramount. Creativity not only enhances critical thinking and problem-solving skills but also equips students to adapt to various life challenges. Traditional educational approaches often emphasize conformity and standardized testing, neglecting students' creative potential. Through literary works, educators can create an environment that nurtures imagination, self-expression, and innovative thinking. Literature, rich in narrative depth and emotional insights, provides a unique platform for students to engage with language and build creative competence. Creative competence involves a blend of cognitive, emotional, and social capabilities that enable individuals to express themselves through original ideas, adapt their thinking to new scenarios, and collaborate with others. According to the OECD (Organisation for Economic Co-operation and Development), creativity is one of the key skills necessary for 21st-century learners. Educational theorists argue that creativity enhances student learning and engagement. According to Robinson (2006), creativity is as important as literacy, yet our education systems often suppress it. Emphasizing creativity in the curriculum can lead to higher student motivation and academic performance, fostering self-esteem and resilience. Literature enriches language learning by providing authentic contexts for vocabulary acquisition, grammar usage, and cultural insights. Through storytelling, students develop their language skills and engage with complex social issues, broadening their perspectives. Readers often empathize with characters, facilitating emotional intelligence and critical thinking skills. Numerous studies indicate positive correlations between literary engagement and creativity. For example, Davidson and Faulkner (2014) found that students exposed to creative literary activities demonstrated enhanced problem-solving skills and original thinking. Furthermore, research by Kao and C. B. Anderson (2017) highlights how literature fosters imagination, allowing students to visualize scenarios and think outside the box.

Creative competence is essential for students' overall development, not only in language proficiency but also in critical thinking, imagination, and problem-solving skills. In the context of English language teaching (ELT), literary works can play a pivotal role in nurturing creativity. Literary texts, with their rich language, themes, and imaginative narratives, provide an ideal medium through which students can develop a deeper understanding of the language while enhancing their creative abilities.

Enhancing Language Skills Literary texts—whether prose, poetry, or drama—offer a rich source of vocabulary, idiomatic expressions, and varied sentence structures. By analyzing and engaging with literary works, students are exposed to language in context, which improves both their linguistic competence and creative use of the language.

Encouraging Critical Thinking Literature invites students to think critically, analyze different perspectives, and explore complex ideas. When engaging with literary works, students are encouraged to interpret symbolism, themes, and character motivations, which stimulates their imaginative thinking and allows them to create their interpretations.

Fostering Emotional and Aesthetic Development Literary works often explore deep human emotions and societal issues. Exposure to such content can stimulate emotional empathy and aesthetic appreciation. By discussing literature, students also learn to express their emotions more effectively through language, which is a key aspect of creative competence.

Building Cultural Awareness Literary texts provide insights into different cultures, historical contexts, and social structures. This broadens students' understanding of the world, encouraging them to think

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creatively about cultural differences and societal norms, and to express these ideas in their own writing and speaking.

There are some pedagogical strategies for developing creative competence: Interactive Reading Rather than treating literature as a mere reading exercise, teachers can engage students in interactive reading activities. For instance, teachers can use read-aloud sessions, group readings, or role-playing to bring literary texts to life. These activities not only foster creativity but also enhance comprehension and engagement. Creative Writing Exercises Encouraging students to write creatively based on a literary work can be a powerful tool in developing their creative competence. After reading a story or poem, students can be tasked with rewriting a scene from a different perspective, creating alternate endings, or writing a continuation of the narrative. This allows them to experiment with language and develop their own voices as writers. Debates and Discussions Organizing debates and discussions around themes and characters in literature can help students practice their language skills while encouraging creative thinking. For example, students can discuss ethical dilemmas in a novel or explore the implications of a poem's metaphor. This type of activity promotes both verbal creativity and critical analysis. Literature-based Projects Assigning projects where students create multimedia presentations, artwork, or short films based on literary works encourages creative expression in various forms. Such projects provide students with opportunities to showcase their understanding of the text in innovative and original ways. Integration with Other Disciplines Combining literature with other subjects, such as history, science, or art, allows students to engage with literature from multiple angles. This interdisciplinary approach encourages them to apply creative thinking in solving problems and making connections between different fields of knowledge.

In conclusion, Literary works have a powerful potential to foster creative competence in English language learners. By engaging students with texts that challenge their imaginations, provoke critical thought, and encourage expressive writing, teachers can help students develop a deeper understanding of both the language and the world around them. Creative competence, nurtured through literature, equips students not only with linguistic skills but also with the ability to think outside the box, adapt to new challenges, and express themselves in innovative ways. Therefore, integrating literary works into English language teaching is an essential step toward developing well-rounded, creative, and proficient language learners.

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WHAT MATTERS MOST, LOW-ORDER OR HIGHER-ORDER COGNITIVE SKILLS?

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Abstract:

This article examines which cognitive skills—lower-order or higher-order—are primarily developed through the Integrated Language Skills textbook for second-year students at Samarkand State Institute of Foreign Languages. An analysis of the task content reveals that most activities focus on developing lower-order cognitive competencies, such as memorizing, reproducing, recognizing, and applying basic language knowledge (vocabulary, grammar, simple structures). Although some tasks require students to use the learned material in practical situations, these are less common. Tasks that foster analytical, evaluative, and creative skills—such as analyzing context, comparing, critiquing, arguing, formulating, or creating new contexts—are practically absent. A comparison with phenomenon-based learning shows that the traditional approach falls short in cultivating critical thinking, learner autonomy, and the ability to use the language in real-life, interdisciplinary situations. Thus, the article concludes that integrated language courses mainly promote lower-order cognitive skills, limiting the formation of deep and sustainable language competencies necessary for modern intercultural communication.

Key words: cognitive skills, lower-order skills, higher-order cognitive competencies, Integrated Language Skills, phenomenon-based learning, traditional learning, critical thinking, language education, tasks, content analysis.

In the analysis of the content of the manual of Integrated Language Skills, it has been revealed that the highest percentage of tasks include assignments that develop low-order cognitive competencies such as remembering and understanding the themes and applying the relevant vocabulary.

Here is the table of tasks assigned to the 2nd course students

Table of Low-Order Cognitive Skills Tasks for an Integrated Language Course

Task	Description	Cognitive Skill	Objective
Vocabulary Flashcards	Students match words to definitions or recall definitions for given words.	Remembering	Reinforce vocabulary retention and recall.
Simple Recall Quizzes	Short-answer or multiple-choice questions based on previously studied material.	Remembering	Test recall of key vocabulary, grammar, and concepts.
Fill-in-the-Blanks	Complete sentences or short paragraphs by recalling missing words.	Remembering	Practice the use of target vocabulary or grammar structures.
Word and Picture Association	Match vocabulary words with corresponding pictures or objects.	Remembering	Strengthen association between words and their meanings.
Cloze Tests	A passage is given with missing words, and students fill in the blanks from memory.	Remembering	Reinforce comprehension and vocabulary recall in context.
True/False Questions	Answer simple true/false questions based on facts or concepts learned in class.	Understanding	Develop the ability to distinguish true vs. false information.
Grammar Rule Identification	Identify the grammar rule being used in a given sentence or passage.	Understanding	Reinforce understanding of grammar rules in context.

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Rearrange the Jumbled Sentence	Rearrange words in a sentence to form a grammatically correct sentence.	Understanding	Help students understand sentence structure and word order.
Matching Definitions to Words	Match vocabulary words with their corresponding definitions.	Remembering	Improve vocabulary recall by linking words with their meanings.
Short Passage Recitation	Memorize and recite a short passage or dialogue aloud.	Remembering	Improve recall and pronunciation through practice.
Listen and Recall	Listen to an audio clip and recall details or answer questions about it.	Remembering	Develop listening comprehension and memory.
Memory Chain Game	Recall and repeat a growing sentence or phrase chain, adding one new element each time.	Remembering	Enhance memory retention in a collaborative, active way.
Flashcard Review with Partners	Quiz each other with flashcards to test knowledge of vocabulary or grammar.	Remembering	Encourage peer-to-peer learning and reinforce retention.
Repetition Drills	Repeat words, sentences, or phrases in unison to reinforce retention.	Remembering	Strengthen recall through repetitive practice.
Simple Fact-Based Games	Use games like bingo or matching games with language concepts (e.g., vocabulary or grammar structures).	Remembering	Make learning fun and help students recall basic language facts.

Table of Tasks Demonstrating Applying Skills in an Integrated Language Course

Task	Description	Cognitive Skill	Objective
Real-life scenarios role-play	Students engage in role-play based on real-life scenarios, such as ordering food at a restaurant, making a reservation, or attending a job interview.	Applying	Practice using language for practical, everyday communication.
Problem-solving discussions	Students discuss and solve problems in groups, such as planning a vacation or resolving a conflict, using appropriate language structures.	Applying	Encourage collaborative problem-solving in authentic contexts.
Conducting an interview	Students simulate conducting an interview (e.g., for a job, a project, or a research study), asking relevant questions and responding appropriately.	Applying	Develop questioning and responding skills in formal or informal contexts.
Create a travel itinerary	Students create a detailed travel itinerary for a trip, including transportation, accommodations, and activities, using target language.	Applying	Use language to plan and organize events or travel, applying vocabulary related to travel and logistics.
Customer service simulation	One student acts as a customer and another as a service provider, dealing with common customer service situations, such as complaints or inquiries.	Applying	Practice handling customer interactions and using polite language in various service contexts.
Plan a group event	Students work in groups to plan an event (e.g., a party, meeting, or cultural event), negotiating tasks and	Applying	Develop language for negotiation, collaboration,

	responsibilities using language effectively.		and event planning in practical settings.
Create a personal budget	Students create a personal budget or financial plan, using language for budgeting, planning, and making financial decisions.	Applying	Apply language for discussing finances, managing money, and making financial decisions.
Write a formal letter or email	Students write a formal letter or email for a specific purpose (e.g., applying for a job, requesting information, or making a complaint).	Applying	Practice writing professional or formal communication using proper tone and structure.
Create a public service announcement	Students create and present a public service announcement (PSA) about an important issue (e.g., health, safety, environmental issues).	Applying	Apply language skills to create persuasive messages for real-world causes or issues.
Develop a product pitch	Students create and present a pitch for a new product or service, using persuasive language and key vocabulary related to marketing.	Applying	Develop persuasive language and communication strategies in a business context.
Interpret a map or directions	Students follow and give directions based on a map, practicing language related to navigation and locations.	Applying	Use language for giving and understanding directions, strengthening spatial awareness and communication.
Job search simulation	Students search for job listings, write a cover letter, and tailor their CV/resume to specific job postings in the target language.	Applying	Apply language skills for professional settings, focusing on job-related vocabulary and writing.
Analyze a case study	Students are given a case study (e.g., a business problem or a social issue) and must analyze it, suggest solutions, and discuss their findings.	Applying	Apply critical thinking and language skills to analyze complex scenarios and propose solutions.
Create a video tutorial	Students create a short video tutorial explaining how to do something (e.g., cooking, crafting, using a tool), using instructional language.	Applying	Use instructional language to explain processes, enhancing clarity and communication skills.
Conduct a survey and report results	Students design a survey, collect data from peers, and then report on the findings, using appropriate language for presenting data.	Applying	Practice language for research, data collection, and presenting findings in a formal context.
Simulate a negotiation	Students simulate a negotiation (e.g., discussing terms of a contract, buying or selling goods), using formal or informal negotiation language.	Applying	Develop negotiation skills and the use of persuasive language in professional or personal contexts.
Create a health and wellness plan	Students create a personal health and wellness plan, including exercise routines, meal plans, and wellness goals, using language for health and fitness.	Applying	Apply language related to health, fitness, and wellness, while discussing personal goals and strategies.

Key Focus of Tasks:

- Remembering: Reinforces retention of vocabulary, grammar, and factual knowledge.
- Understanding: Tests comprehension and application of learned material in simple contexts.
- Applying: Tasks where students actively use language to solve real-life problems or perform tasks in realistic contexts.
- Communication Skills: Students practice conveying information, persuasively, or effectively in various scenarios.

- **Practical Application:** Encourages the use of language in contexts students might encounter outside the classroom, reinforcing its real-world utility.

From the table, it is visible that most of the tasks require learners to do low-cognitive skill-developing assignments, which stimulate learners to the following functions such as remembering certain information by duplicating, defining, listing, memorizing, recalling, repeating, reproducing, and stating. In the next step, they will be urged to understand certain information by classifying, describing, explaining, identifying, locating, recognizing, paraphrasing, or translating. In the lowest percentage, learners are demanded to apply that information in a new context by choosing, demonstrating, dramatizing, employing, illustrating, interpreting, operating, sketching, solving, or using and writing. It seems that those tasks do not serve the development of higher cognitive skills, including analyzing the context, scientific article, or literary work, by comparing, contrasting, criticizing, differentiating, distinguishing, examining, experimenting, questioning, and testing. Learners are also not asked to evaluate the above contexts where they can show their ability to appraise, argue, defend, judge, select, support, value, and evaluate. Most importantly, the contexts do not seem to ask learners to assemble, construct, create, design, develop, formulate, write, or invent specific contexts relevant to the topic and may have a connection with real life, a crucial feature of phenomenon-based learning.

It is manifest that the presented tasks in integrated language skills serve to develop low-order cognitive competencies, which require learners to remember certain contexts by defining, listing, and naming specific terms, collocations, or phrasal verbs. Concerning the application process, users are asked to match particular terms, phrasal verbs, and collocations with their meanings. However, the tasks stimulating the formation or growth of analytical competencies through which a learner will have to distinguish related contexts, contrast and compare particular objects, subjects, situations, or events, and scrutinize the interest or the target contexts to learn the investigated topic further have not been provided in the book under analyses. Also, these tasks will not trigger learners to survey and go deeper into the topic, ultimately weakening their deep learning skills.

Figure 1 presents the main differences between Phenomenon-based learning and Traditional learning languages.

Figure 1.

Aspect	Phenomenon-Based Learning (PBL)	Traditional Language Learning
Focus	Focuses on real-world phenomena or interdisciplinary topics that require students to explore and use the language in context.	Focuses on mastering language rules, grammar, vocabulary, and structure through explicit instruction.
Approach	Student-centered, inquiry-based, and holistic; students investigate language use in real-life situations or problems.	Teacher-centered, structured, and linear; students follow a set curriculum focusing on grammar, vocabulary, and reading/listening comprehension.
Context	Language is learned through authentic situations, often tied to real-world issues or phenomena.	Language is typically learned through isolated exercises, textbook drills, and language-specific tasks (e.g., translation, grammar exercises).
Learning Method	Students engage with the language by discussing, solving problems, and working on projects related to the phenomenon.	Students learn language skills separately (e.g., reading, writing, listening, speaking), often with little connection to real-world contexts.
Skills Developed	Emphasizes critical thinking, problem-solving, and the ability to use the language in practical, dynamic contexts.	Emphasizes memorization, repetition, and grammar accuracy. Focuses on linguistic competence.
Student Role	Students are active participants, collaborating with peers, exploring, and creating solutions related to a phenomenon using the language.	Students are passive recipients, focusing mainly on absorbing knowledge the teacher provides in a structured manner.
Assessment	Assessment is often holistic, based on projects, real-world application, and student reflections.	Assessment is typically summative and focuses on tests,

		quizzes, and written assignments evaluating grammar, vocabulary, and comprehension.
Learning Environment	Collaborative, interdisciplinary, and inquiry-based. Students often work in teams to explore topics from various angles.	More traditional and isolated, with the teacher as the main knowledge source. Often focused on individual work.
Cultural Context	Language learning is deeply connected to cultural and societal contexts through real-world phenomena.	Language learning may include some cultural elements but tends to be secondary to language mechanics.
Example Activities	Investigating a global phenomenon (e.g., climate change) in the target language, discussing its impact, and proposing solutions using the language.	Memorizing vocabulary lists, completing grammar exercises, reading dialogues, or translating texts.

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THE ROLE OF TECHNOLOGY ON EDUCATION

J. Abduazimova ¹*Abstract:*

This article reveals a number of features aimed at enhancing the knowledge about the vital role of technology on educational process. Educational technology in education is one of most important features because it helps today's teachers to integrate modern technologies and tools into their classes. Teachers are able to upgrade and improve the learner-centeredness of their classroom teaching. It enables teachers to engage their students in unique, innovative, creative and equitable ways.

Key words: technology, learner – centered, visual, software, gadget, modern education, platforms, quizzes, teaching tool, problem – solving.

In our fast-evolving world, technology is now essential to modern education. Integrating technology into schools has fundamentally changed the way how students learn and teachers instruct. It has made education more available, captivating, and participatory, interactive, unlocking vast potential for students and educators alike. In this article, we at National Public School will explore the significance of technology in today's education.

One of the greatest advantages of technology in education is the ability to customize the learning experience. Leveraging technology, teachers can develop tailored lesson plans that address each student's individual learning preferences, speed, style and areas of interest. Students can also tap into a wide array of online materials and applications, allowing them to learn independently, on their own schedule, and in environments that suit them best.

Additionally, technology has made learning more stimulating and interactive. Blackboards and textbooks are becoming relics of the past; today's classrooms are equipped with digital devices, interactive whiteboards, and online platforms that encourage students to engage in virtual discussions, quizzes, and games. These resources not only make learning more enjoyable but also improve students' ability to remember information and sharpen their critical thinking and problem-solving abilities.

Another key benefit of technology in education is its power to improve teamwork and communication. By using online platforms such as Google Classroom, Microsoft Teams, and Zoom, students can work together on projects, exchange documents, and connect with peers and teachers, no matter where they are located. This allows for more effective collaboration, idea sharing, and peer-to-peer learning.

Furthermore, technology in education has enabled students to access educational opportunities from anywhere globally. Online learning has created new possibilities for students who might not otherwise have access to traditional educational resources, such as those in geographically isolated or economically disadvantaged communities. Online courses and programs also provide the flexibility for students to study at a pace and time that suits them, making education more accessible to those with other responsibilities, such as work or family commitments.

Technology especially in education plays a crucial role in modern education by equipping teachers with the ability to seamlessly incorporate new technologies and tools into their teaching methods. This empowers educators to create more student-centered classrooms and engage learners in innovative, unique, and equitable ways. Technology provides substantial assistance in simplifying everyday life. It automates tasks, offers reminders, improves communication, and allows us to manage finances and make purchases, from groceries to investments, all from the convenience of our homes.

It has broken down geographical barriers and democratized access to educational resources. Online learning platforms, virtual classrooms, and open educational resources (OER) have made it possible for students in remote or underprivileged areas to access high-quality education that would otherwise be unavailable to them. Students can now enroll on online courses offered by leading universities around the world, access digital libraries, and collaborate with peers from diverse backgrounds, broadening their horizons and preparing them for a globalized world.

Thanks to technological advancements, education is becoming more widespread. Ongoing research and development efforts focus on introducing advanced technologies to make learning easier, more enjoyable,

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and more accessible. Educational technologies have transformed learning for children, making it more engaging and user-friendly, eliminating the boredom and difficulty of traditional methods.

New technology has made it possible to learn through play. Distance education is a valuable resource for students who were previously unable to pursue degrees. Rapid technological changes have eliminated distance as a barrier to education.

Educational technology usage can be broadly categorized as:

Technology as a Tutor

Technology as a Teaching Tool

Technology as a Learning Tool

While the benefits of technology in education are undeniable, it's important to acknowledge the challenges and considerations associated with its implementation. These include:

Digital Equity: Ensuring that all students have access to the necessary technology and internet connectivity.

Teacher Training: Providing teachers with the training and support they need to effectively integrate technology into their teaching practices.

Curriculum Development: Developing engaging and relevant digital learning materials that align with educational standards.

Data Privacy and Security: Protecting student data and ensuring the responsible use of technology in education.

To conclude, technology has a trans-formative role to play in modern education, offering unprecedented opportunities to personalize learning, enhance engagement, expand access to resources, and improve collaboration. By addressing the challenges associated with its implementation and embracing a thoughtful and strategic approach, educators can harness the power of technology to create more effective, equitable, and engaging learning experiences for all students. The future of education is undoubtedly intertwined with technology, and those who embrace it will be best positioned to thrive in the 21st century.

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MULTIMEDIA RESOURCES IN KAZAKHSTANI CLASSROOMS: ENHANCING ENGLISH LISTENING PROFICIENCY FOR SENIOR STUDENTS

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Abstract:

This article examines the theoretical basis for the effectiveness of multimedia resources (podcasts, video content, interactive platforms) in developing English listening skills among 10th–11th grade students of Russian-language schools in Kazakhstan. Literature analysis shows that multimedia resources can enhance motivation and improve listening comprehension. Practical recommendations focus on integrating digital tools into curricula and preparing for the Unified National Test (UNT).

Key words: multimedia resources, listening skills, foreign language education, Russian-language schools in Kazakhstan, digitalization of education, UNT.

In the modern world, where globalization and digitalization play a key role, developing listening skills in a foreign language is becoming increasingly important. Kazakhstan, as a trilingual country (Kazakh, Russian, English), faces the need to prepare students for international exams and real-life communication. Multimedia resources can serve as an effective tool in addressing this challenge.

In Kazakhstan's multilingual environment, where Russian remains the language of interethnic communication, the development of listening skills in a foreign language (English, German, etc.) remains a key task. Modern high school students, especially in senior grades, face the necessity of understanding authentic speech in the context of globalization and preparation for international exams (IELTS, TOEFL). However, traditional teaching methods used in Kazakhstani schools often fail to meet the needs of the digital generation. Multimedia resources (podcasts, video content, interactive platforms) help overcome textbook limitations by integrating real communicative situations and increasing student motivation.

According to the "State Compulsory Educational Standard of General Secondary Education", the subject "Foreign Language" aims to develop students' language skills in four types of speech activities (listening, speaking, reading, writing). Upon completion of general secondary education, students must achieve a B1 (intermediate – B1.2) level according to the Common European Framework of Reference (CEFR).

By this Standard "Listening: understands the main idea of clearly articulated speech within the literary norm on familiar topics, simple informational messages about common everyday issues, and topics related to studies and future professional activities; can follow the main points of a long discussion in general terms; understands a lecture or conversation on academic and professional topics, provided the subject is familiar and the speech is simple and well-structured; comprehends detailed technical instructions; understands most television programs on topics of interest, such as interviews, short lectures, and reports, when spoken slowly and clearly".

At the senior stage of learning, students have already mastered the basics of a foreign language, allowing them to successfully comprehend spoken language. For this reason, listening is a crucial method for reinforcing foreign language skills.

Listening is a fundamental skill that influences the development of other language abilities (speaking, reading, writing). The ability to understand spoken language directly impacts speaking and reading development, as it enables students to better perceive and imitate pronunciation and intonation (Krashen, 1982). Senior students experience difficulties in perceiving fast speech, accents, and idiomatic expressions, which is critical for successfully passing the UNT and international exams.

Multimedia technologies in the learning process serve the following functions:

- Integrate different types of information (text, sound, video, etc.) and present it by engaging multiple human senses;
- Develop critical thinking;
- Stimulate cognitive processes;
- Enable interactive interaction with learners;

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- Adapt to the needs of learners;
- Individualize the learning process;
- Organize group work in multimedia environments;
- Develop teamwork skills;
- Foster stable motivation;
- Create conditions as close to reality as possible for acquiring educational and professional skills (virtual laboratories, excursions, museums).

At the senior level of education, using video resources in lessons actively engages all types of speech activities, thereby improving all components of foreign language communicative competence, which is the main condition for intercultural communication. At the final stage of learning, it is advisable to use video resources that contribute to the further development of secondary language identity and the enhancement of primary language identity, as well as the further formation of communicative, sociocultural, and intercultural competence.

Both domestic and foreign methodologists traditionally suggest dividing work with texts into the following stages:

1. Pre-text stage.
2. Text stage.
3. Post-text stage.

A teacher must possess a comprehensive knowledge of teaching methods, tools, content, and techniques, addressing issues related to learning manageability. Special attention is given to clearly set goals that ensure achieving results, continuous feedback, and reproducibility of the learning cycle. The methodology of teaching any type of speech activity follows this pattern: familiarization (control), training (control), application (control).

The use of multimedia aligns with the principles of Kazakhstan's updated educational content, aimed at digitalizing education. Platforms such as "iTest" (adapted to Kazakhstani standards) and "British Council Kazakhstan" provide access to authentic materials tailored to the local context. Research by Kazakhstani methodologists (e.g., A. Kunantbayeva) emphasizes that visual and auditory support reduces cognitive load in the perception of foreign speech (Kunantbayeva, 2021).

According to the cognitive theory of multimedia learning (Mayer, 2020), the use of visual and auditory elements enhances information retention by reducing cognitive load. This is especially relevant for listening skills, where students can simultaneously perceive audio and video content, improving their listening comprehension.

To integrate multimedia resources into the listening learning process, it is recommended to use platforms such as BBC Learning English for working with authentic materials and BilimLand for gamification. Interactive exercises on Quizlet can help in vocabulary training necessary for the UNT. Virtual meetings with native speakers via Zoom, in collaboration with language centers in Kazakhstan, also contribute to developing communication skills.

Examples of platform usage:

- BBC Learning English: Podcasts and videos for listening practice. Students can listen to and transcribe podcasts to improve their listening comprehension.
- BilimLand: Gamification of listening through interactive games and exercises. This increases student motivation and makes the learning process more engaging.
- Quizlet: Interactive flashcards and quizzes for vocabulary and grammar practice. Students can create their own sets of flashcards and share them with classmates.

It is expected that integrating multimedia resources into the educational process will lead to a 20–30% improvement in listening comprehension. Students using multimedia resources are likely to show better results in accent perception and multiple-choice listening tasks. Moreover, interactive formats can reduce stress when working with authentic materials.

The use of multimedia resources is expected not only to improve listening comprehension but also to enhance student motivation due to interactivity and accessibility of materials. This, in turn, may lead to better results in the UNT and other international exams.

Integrating multimedia resources into the educational process contributes to increased student motivation and readiness for international exams. The study's results may be useful for teachers and educational program developers, particularly in adapting international content to local educational standards.

Developing listening skills through multimedia may also enhance other language skills, such as speaking and reading, as students gain the ability to better perceive and imitate pronunciation and intonation.

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THE IMPACT OF SOCIAL MEDIA ON MODERN ENGLISH

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Abstract:

Social media has significantly influenced the way people communicate in English. The rapid rise of platforms like Facebook, Twitter, Instagram, and TikTok has led to the creation of new words, phrases, and abbreviations that have become part of everyday language. This paper examines the impact of social media on English vocabulary, grammar, and communication styles. While social media has made language more dynamic and accessible, it has also raised concerns about the decline of formal writing skills and the spread of misinformation. The paper explores both the positive and negative effects of social media on English, with a focus on how digital communication shapes linguistic trends and global discourse.

Key words: social media, modern English, digital communication, language evolution, online discourse, internet linguistics.

English has constantly evolved over centuries, adapting to cultural, technological, and social changes (Crystal, 2006, p. 12). In the 21st century, social media has emerged as a dominant force influencing language use. Digital communication platforms have introduced new ways of expressing ideas, often through abbreviations (e.g., "LOL," "BRB"), hashtags, emojis, and memes (Tagliamonte & Denis, 2008, p. 19). These changes are particularly evident among younger generations, who shape and spread new linguistic trends globally (Danesi, 2017, p. 30). This paper explores the various ways in which social media has transformed modern English. It will analyze how social media affects vocabulary, grammar, and discourse, as well as its implications for education and professional communication.

The Influence of Social Media on English Language

1. Expansion of Vocabulary

Social media has introduced an extensive range of new words and phrases. Terms such as "selfie," "hashtag," and "trolling" have entered the Oxford English Dictionary due to their widespread use (Oxford University Press, 2015, p. 45). Many of these words originate from internet culture and reflect digital interactions (Crystal, 2011, p. 89). Additionally, neologisms such as "influencer," "clickbait," and "FOMO" (Fear of Missing Out) have gained popularity through social media and now hold significant meaning in modern communication. The rapid spread of viral trends allows new words to become mainstream within weeks, demonstrating the power of digital culture in shaping language.

2. Changes in Grammar and Syntax

Online communication often encourages informal and non-standard grammar. Punctuation and capitalization are frequently ignored or altered for stylistic effect (Baron, 2008, p. 75). Shortened forms, such as "u" for "you" and "r" for "are," are common in text messaging and tweets (Thurlow & Brown, 2003, p. 67). While some argue that this harms traditional grammar skills, others suggest it reflects the natural evolution of language. Moreover, unconventional sentence structures and internet-specific grammatical trends, such as "because + noun" (e.g., "Because science"), have become widely recognized and used in online discussions (McCulloch, 2019, p. 42). The flexibility of grammar in digital conversations highlights the adaptability of modern English.

3. Influence on Communication Styles

Social media promotes conversational and interactive styles of writing. Hashtags create thematic discussions, while emojis enhance emotional expression (Evans, 2017, p. 99). The use of GIFs and memes adds visual elements to communication, shaping the way people convey humor and sarcasm online (Shifman, 2014, p. 112). Memes, in particular, have become a powerful linguistic tool that conveys complex ideas in a humorous and often satirical manner. Additionally, social media platforms such as Twitter, with its character limits, encourage concise and impactful messaging, influencing how people construct and deliver information in everyday communication.

4. Impact on Formal Writing and Education

Educators have expressed concerns about the impact of social media on students' writing abilities (Carrington, 2005, p. 60). Frequent exposure to informal digital communication may lead to difficulties in

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academic and professional writing. Spelling mistakes, lack of punctuation, and excessive use of abbreviations have been noted in student essays and formal documents. However, some scholars argue that social media enhances creativity and linguistic adaptability (Merchant, 2007, p. 85). Furthermore, online writing communities and blogging platforms encourage users to engage in more extensive and structured writing, which can help improve overall literacy skills. Digital literacy programs have been developed to balance traditional writing conventions with the benefits of modern, interactive communication.

5. Globalization and Language Standardization

Social media enables the rapid spread of English phrases worldwide. Internet slang and viral expressions transcend national borders, creating a shared digital lexicon (Gumperz, 2011, p. 128). This can lead to language convergence, where users across different linguistic backgrounds adopt common expressions (Crystal, 2011, p. 102). For instance, non-native English speakers frequently integrate English words into their native languages while communicating online. This blending of languages, often referred to as "code-switching," demonstrates the global influence of English as a dominant linguistic force in digital spaces. Additionally, major online platforms encourage the use of English as the primary language, further reinforcing its status as a global lingua franca.

Social media has profoundly influenced modern English, altering the way people write, speak, and even think about language. The digital landscape has accelerated linguistic evolution, making the adoption of new words and expressions almost instantaneous. One of the most noticeable effects of social media on English is the widespread use of abbreviations and acronyms. While acronyms such as "ASAP" and "FYI" were already present in business and casual writing, social media has popularized newer forms like "TBH" (to be honest), "ICYMI" (in case you missed it), and "SMH" (shaking my head). These abbreviations not only save time but also serve as markers of digital fluency among users.

Another crucial change in modern English due to social media is the increased acceptance of informal grammar and punctuation. Users often omit capital letters and punctuation marks in digital conversations, not due to a lack of knowledge but as a stylistic choice that conveys tone and casualness. For example, writing "ok" instead of "OK" or "I'm fine." instead of "im fine" can indicate a subtle shift in attitude or emotional state. The deliberate disregard for standard grammar rules has led linguists to observe that online communication prioritizes expression over correctness.

Additionally, social media has facilitated the rise of internet slang and meme culture, where words take on new meanings or evolve in unexpected ways. A word like "savage," traditionally meaning untamed or fierce, has gained a new meaning online to describe someone who is brutally honest or fearless in their remarks. Similarly, phrases like "it's giving" or "no cap" have originated from niche online communities before becoming mainstream in everyday conversations. These linguistic shifts highlight how digital platforms act as incubators for linguistic creativity.

Moreover, social media has made English a more globally accessible language. Non-native speakers frequently engage with English content through platforms like YouTube, Twitter, and TikTok, leading to increased exposure to colloquial phrases and idioms. However, this has also resulted in variations of English influenced by local languages and cultures, giving rise to hybrid forms of communication. Code-switching, where speakers mix English with their native language, has become increasingly common, illustrating how social media fosters linguistic diversity.

Despite these benefits, some educators and language purists express concerns about the potential negative effects of social media on traditional writing skills. The prevalence of informal language on social media can blur the lines between casual and formal writing, making it more challenging for students and professionals to adapt their tone for different contexts. Essays, business emails, and academic papers require a level of precision and structure that social media often lacks, prompting debates about the long-term impact of digital communication on literacy and academic performance.

Conclusion

Social media has significantly influenced modern English by introducing new vocabulary, altering grammar patterns, and shaping communication styles. While it has made language more dynamic and interactive, it also presents challenges for traditional literacy and formal writing skills. The widespread use of informal abbreviations, emojis, and internet slang may lead to linguistic simplification, but it also fosters creativity and global connectivity. Furthermore, social media has accelerated language evolution, allowing words and phrases to gain traction at an unprecedented speed.

Despite concerns about the decline of formal writing standards, social media has also created opportunities for language learning, cross-cultural communication, and new forms of self-expression. The ongoing evolution of English in digital spaces highlights the need for balanced language education that

embraces both traditional and contemporary forms of communication. As technology continues to shape how we interact, English will continue to adapt, reflecting the ever-changing landscape of digital discourse.

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USE OF GAMES IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

F. Dilimov ¹*Abstract:*

The article examines the possibilities of using games in the process of teaching English as a foreign language in educational institutions. The main classifications of games are given, with a focus on communicative, lexical, and grammatical games. The article justifies the conditions that allow for the most effective use of games in an EFL classroom and provides examples of game-based activities at different stages of working with students.

Key words: teaching a foreign language, game-based learning, communicative games, lexical games, grammatical games, active learning.

Introduction

Mastering a foreign language requires the development of various competencies among students. In particular, learners should be able to communicate in English both orally and in writing and solve problems of interpersonal and intercultural interaction. Therefore, students should possess certain knowledge (e.g., vocabulary and grammar rules) and skills (e.g., using speech communication patterns, expressing their point of view, etc.), as well as be able to relate language tools to specific situations of real-life communication. This complex issue is the focus of educators throughout the process of learning English at different educational levels and requires the use of rational and effective approaches, technologies, forms, and methods of instruction. In this context, the use of active teaching methods and modern pedagogical technologies has become increasingly relevant. Among them, the integration of games into English language teaching plays a significant role. Games allow students to expand their knowledge and show themselves in the team. Moreover, games are one of the most effective methods that contribute to increased student motivation, language competence development, and long-term knowledge retention is the use of games. But to what extent is the use of games in language teaching justified? What types of games best contribute to the improvement of language skills?

Types of Games in Language Learning engage in interactive learning, reducing stress and enhancing. In modern pedagogy, games are recognized as an effective method that can be successfully used in teaching a foreign language to both children and adults. It is appropriate to classify games to determine which types contribute most to the development of language skills. According to M.F. Stronin, games can be categorized into five main types:

1. Lexical games – Focused on vocabulary development, including word association and categorization.
2. Grammatical games – Designed to reinforce grammar rules in a playful and interactive way.
3. Phonetic games – Aimed at improving pronunciation and phonetic awareness.
4. Spelling games – Help students develop correct spelling habits.
5. Creative games – Encourage students to apply their knowledge in new and meaningful contexts.

A.V. Konyshova classifies games based on their communicative function, distinguishing between non-communicative, pre-communicative, and communicative games. Meanwhile, E.V. Dushina categorizes games into linguistic and role-playing games, depending on the competencies they aim to develop the role of games in developing language skills.

The use of games in teaching English as a foreign language offers numerous benefits:

1. Enhancing Motivation. Games create a positive and enjoyable learning environment, increasing students' interest in the subject. Through playful activities, students feel more engaged and eager to participate.
2. Reducing Language Anxiety. Many learners experience stress when speaking a foreign language. Games provide a relaxed atmosphere where mistakes are part of the learning process, encouraging students to use English without fear.
3. Improving Communicative Competence. Games promote real-life language use and interactive communication. Role-playing activities, for instance, help students practice dialogues and improve their conversational skills.

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4. Reinforcing Vocabulary and Grammar. Lexical and grammatical games aid in the retention of new words and sentence structures. Activities such as "Scrabble," "Word Bingo," and "Sentence Puzzle" make learning more effective.

5. Encouraging Collaboration and Social Interaction. Many games require teamwork, allowing students to learn from each other and develop their social skills while practicing the language.

Practical Application of Games in EFL Classrooms

1. Vocabulary Development Games: word Association: Students link words based on meaning, helping them expand their vocabulary. Crossword Puzzles: Encourage recall and spelling accuracy. Flashcard Matching: Helps reinforce word meanings and definitions.

2. Grammar Games: Grammar Auction: Students "buy" correct sentences, reinforcing grammatical rules. Sentence Scramble: Learners arrange jumbled words into correct sentence structures.

3. Speaking and Listening Activities: Role-Playing Games: Simulating real-life situations, such as ordering food in a restaurant. Information Gap Activities: Students must exchange information to complete a task.

4. Pronunciation and Phonetics: Minimal Pairs Game: Helps students differentiate between similar-sounding words. Rhyming Challenges: Improve phonetic awareness and word stress recognition, M. F. Stronin categorizes games into five types: 1. Lexical 2. Grammatical 3. Phonetic 4. Spelling 5. Creative

The first four fall under the category of language-focused games, aimed at developing specific linguistic skills. In contrast, creative games are more affective. Some activities include group work and team competitions, such as "Hot Chair" and "Designer" while others involve pair work. Games like "Hangman" "Anagrams" and "Word Chain" are best conducted interactively on the board. Overall, students perceive the use of games in English lessons as an engaging and effective method that enhances their ability to retain information.

Although verbal games should not be the primary focus in university or higher education English classes, they can sometimes serve as a useful way to relax after intensive study. When incorporating games into foreign language lessons, teachers should consider general methodological principles to ensure effective learning.

The "Hot Chair" team activity is a useful tool for reinforcing vocabulary that students have already encountered in texts and exercises. In this game, one team member must guess a word written on the board based on hints and explanations provided by their teammates. The student sits facing away from the board, unable to see the word, and relies entirely on their peers' descriptions. This process encourages creative thinking, as students find innovative ways to explain words, often making connections to other subject areas in the foreign language. Engaging in such activities helps students develop communication skills, practice sentence structuring, and use various speech patterns effectively. Another engaging activity at this stage is "Hangman," where students actively participate by suggesting letters and attempting to deduce the word, aiming to avoid losing the game. The "Word Chain" game is particularly suitable for beginners, as it involves simple words of 3-4 letters. However, incorporating definitions of more complex words can increase the challenge. Additionally, certain games can be adapted to introduce new vocabulary while emphasizing correct spelling. Instead of solely preparing these games themselves, teachers can involve students in the process. For example, students can be given the responsibility of selecting lexical items for the game, ensuring their active participation and investment in the learning process. Game-based learning has proven to be an effective way to reinforce vocabulary, making the learning process both enjoyable and productive. One such game, "Guess the Word," encourages students to actively engage with new vocabulary, develop critical thinking skills, and improve their ability to describe and define words. This study examines the implementation of the "Guess the Word" game and its effectiveness in English language classrooms.

Conclusion

The integration of games into English language teaching significantly enhances the learning experience. Games foster motivation, reduce language anxiety, and improve communicative competence. By incorporating different types of games, educators can create a dynamic and engaging classroom environment that supports language acquisition. Future research should focus on evaluating the long-term effects of game-based learning on language proficiency and exploring the potential of digital games in EFL education.

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THE FAMILY'S CONTRIBUTION TO LANGUAGE DEVELOPMENT IN CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

*F. Eshonqulova*¹

Abstract:

This article examines the role of the family in the language development of children with special educational needs (SEN). Families serve as the primary environment where children acquire language skills, and their involvement is crucial for those with learning difficulties. The study explores how parents can support language acquisition through structured communication, assistive technologies, and collaboration with educators. Additionally, it discusses challenges families face and offers recommendations for creating a language-rich home environment.

Key words: language development, special educational needs, family support, communication strategies, inclusive education.

Introduction.

Language development is a fundamental aspect of a child's cognitive and social growth. For children with special educational needs, acquiring language skills can be a more complex and challenging process. Many factors, such as cognitive impairments, speech disorders, or developmental delays, can affect their ability to communicate effectively. The family plays a crucial role in overcoming these challenges by providing continuous support, encouragement, and appropriate interventions. This article explores the ways in which families contribute to language development in children with SEN, focusing on practical strategies and the impact of a supportive home environment.

The role of family interaction in language development.

One of the most significant contributions that families make to language acquisition is through daily interaction. Communication between parents and children establishes the foundation for linguistic growth. Engaging children in meaningful conversations, reading books together, and encouraging verbal expression help reinforce language skills. Parents can use repetition, gestures, and visual aids to enhance comprehension and make communication more effective.

Research suggests that early exposure to rich and varied language input significantly benefits children with language impairments. Caregivers who speak clearly, use simple yet structured sentences, and encourage turn-taking in conversations create an optimal learning environment. Storytelling and singing are also effective methods, as they introduce rhythm, intonation, and vocabulary in an engaging manner.

The impact of assistive technologies on language learning.

Modern technology provides numerous opportunities for enhancing language skills in children with SEN. Assistive communication devices, speech-generating applications, and interactive learning tools can support children who struggle with verbal expression. For instance, augmentative and alternative communication (AAC) devices enable non-verbal children to express their thoughts through symbols or voice output. Tablets and specialized apps designed for language learning offer visual and auditory stimulation, making learning more interactive and accessible.

Parents play a critical role in incorporating these technologies into daily routines. By integrating digital tools with traditional communication methods, families can create a balanced approach that enhances language development while maintaining natural interactions. Moreover, collaboration with speech therapists and educators ensures that these tools are used effectively to meet the individual needs of the child.

Collaboration between families and educators.

Supporting language development in children with SEN requires a collaborative approach between families and educational professionals. Parents and teachers should work together to establish consistent language strategies across home and school environments. Regular communication with educators, attending workshops, and participating in individualized education plan (IEP) meetings can help parents understand their child's progress and needs.

Educators can provide parents with practical strategies to reinforce learning at home, such as engaging in interactive storytelling, using visual schedules, and practicing speech exercises. Additionally, speech and

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language therapists can guide families on techniques to improve articulation, vocabulary expansion, and sentence formation. A strong home-school partnership enhances the child's ability to generalize language skills across different settings.

Challenges faced by families in language development.

Despite the benefits of family involvement, there are several challenges that parents may encounter when supporting their child's language development. Limited access to professional support, financial constraints, and a lack of awareness about effective strategies can hinder progress. Emotional stress and frustration may also arise, especially when parents feel overwhelmed by their child's communication difficulties.

To address these challenges, it is essential to provide families with adequate resources and guidance. Support groups, online forums, and parent training programs can offer valuable information and emotional encouragement. Additionally, governments and educational institutions should ensure that families have access to affordable speech therapy and inclusive educational opportunities.

Creating a language-rich home environment.

A language-rich environment is essential for fostering communication skills in children with SEN. Parents can create such an environment by incorporating structured and unstructured language activities into daily life. Reading books together, engaging in pretend play, describing daily routines, and asking open-ended questions encourage verbal expression.

Using visual supports, such as picture cards, communication boards, and labeled objects around the house, helps children associate words with their meanings. Encouraging peer interactions with siblings or friends also contributes to language development, as social engagement plays a crucial role in learning communication skills.

The family plays an indispensable role in the language development of children with special educational needs. Through daily interactions, assistive technologies, collaboration with educators, and the creation of a language-rich environment, parents can significantly enhance their child's communication abilities. While challenges exist, with the right support and strategies, families can empower their children to develop language skills that improve their overall quality of life. By fostering a positive and encouraging atmosphere, families contribute not only to their child's linguistic growth but also to their confidence and social integration.

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MODERN MEDIA AND ENGLISH USAGE

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Abstract:

Modern media has significantly influenced the evolution of the English language, shaping its vocabulary, grammar, and communication styles. The rise of social media, digital platforms, and online journalism has led to the creation of new words, abbreviations, and informal expressions that have become widely accepted in both spoken and written English. This paper explores how modern media affects English usage, examining both the positive and negative impacts. It discusses the role of social media, online news, streaming services, and digital communication in reshaping the way English is used worldwide. The study highlights how media-driven linguistic changes impact formal writing, education, and global communication.

Key words: modern media, English usage, digital communication, social media, language evolution, online journalism.

The rapid advancement of technology and the internet has drastically transformed how people communicate. With the rise of social media, online news platforms, and digital entertainment, English usage has evolved to accommodate new communication styles. While traditional grammar rules and vocabulary remain foundational, modern media has introduced informal expressions, abbreviations, and slang into everyday language. This paper explores the ways in which modern media has influenced English, considering both its benefits and drawbacks in shaping contemporary communication.

The Influence of Modern Media on English Usage

1. Social Media and Digital Communication

Social media platforms such as Twitter, TikTok, Facebook, and Instagram have redefined how people use English in daily communication. Due to character limits and fast-paced interactions, users often rely on abbreviations, acronyms, and informal expressions. Terms such as "LOL" (laugh out loud), "DM" (direct message), and "BRB" (be right back) have become commonly used in both digital and spoken language (Crystal, 2011, p. 45).

Emojis and GIFs have also introduced a new form of visual communication that often replaces words or adds nuance to messages. While this enhances expressiveness, it raises concerns about the decline in formal writing skills, as users become accustomed to concise and informal communication (Tagg, 2015, p. 78).

2. Online Journalism and News Media

The shift from traditional print media to online journalism has altered English usage in news reporting. Sensational headlines, clickbait phrases, and simplified language are commonly used to attract readership. For instance, phrases such as "You won't believe what happened next!" or "Breaking: Shocking revelation!" prioritize engagement over linguistic accuracy (Thurlow, 2006, p. 92).

Additionally, the speed at which news spreads online has led to an increase in grammatical errors and misinformation. The pressure to publish quickly often results in reduced editing time, affecting the quality of written English (Jones & Hafner, 2012, p. 112). However, online news platforms also facilitate global access to English content, exposing non-native speakers to diverse writing styles and vocabulary.

3. Streaming Services and Globalization of English

Streaming platforms such as Netflix, YouTube, and podcasts have contributed to the globalization of English. Viewers across the world are exposed to various English dialects, including British, American, Australian, and Indian English. This has led to a blending of linguistic styles, with non-native speakers adopting expressions from different English-speaking cultures (Gottlieb, 2018, p. 135).

Subtitles and closed captions also play a crucial role in language learning, as they reinforce vocabulary, pronunciation, and comprehension skills. However, the widespread consumption of informal and entertainment-focused content may contribute to a decline in formal English proficiency (Peters, 2020, p. 154).

The influence of modern media on English usage has been profound, shaping the way people communicate, write, and interact in the digital era. From television and radio to social media platforms and

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online news sources, modern media has accelerated the evolution of the English language by introducing new vocabulary, altering grammar usage, and changing communication styles. Digital platforms such as Twitter, TikTok, and Instagram have popularized abbreviations, slang, and informal expressions, many of which have entered everyday speech and even formal writing.

One of the most notable impacts of modern media is the widespread adoption of internet slang and abbreviations. Phrases such as "LOL" (laugh out loud), "BRB" (be right back), and "OMG" (oh my God) originated from online chats and have now become commonplace in spoken conversations. Additionally, hashtags and trending topics on platforms like Twitter have influenced public discourse, often introducing new words or repurposing existing ones. For example, words like "cancel" (as in cancel culture) and "ghosting" (ignoring someone online) have expanded their meanings due to their frequent use on social media.

Another key change driven by modern media is the simplification of grammar and sentence structures. The character limits on platforms such as Twitter (formerly 280 characters, now increased in some cases) encourage users to write concisely, often omitting traditional grammar rules such as punctuation and capitalization. This has led to a more casual writing style that is now common even in professional settings, particularly in email communication and digital marketing.

4. Digital Communication and Informal Writing Styles

Emails, messaging apps, and professional networking platforms like LinkedIn and Slack have influenced how English is used in formal settings. While digital communication allows for efficiency, it has also blurred the lines between formal and informal writing. Phrases such as "Hey," "Thanks!," and "See you!" are now common in professional emails, replacing traditional greetings and sign-offs (Crystal, 2019, p. 168).

Additionally, the rise of autocorrect and AI-powered writing assistants such as Grammarly has altered how people construct sentences. While these tools help improve clarity, they may also lead to overreliance on automated corrections, reducing users' ability to self-edit and learn grammar rules (Barton & Lee, 2013, p. 187).

Modern media also plays a critical role in the globalization of English. Streaming services like Netflix, YouTube, and TikTok expose audiences worldwide to different dialects and accents, contributing to a more diverse understanding of English. Viewers in non-English-speaking countries often pick up informal expressions, slang, and cultural references from popular shows and influencers, leading to a mix of local and global English usage. This phenomenon has contributed to the rise of "Globish" (Global English), a simplified version of English used for international communication.

Despite these positive influences, modern media also presents challenges for English usage. The rise of "clickbait" headlines and sensational journalism has led to the oversimplification of language, often at the expense of accuracy and depth. Additionally, misinformation and poor grammar usage in online posts can contribute to misunderstandings and the spread of incorrect language structures. Moreover, the preference for brevity in digital communication has led to the decline of traditional writing skills, with younger generations struggling with formal grammar, spelling, and punctuation.

Challenges and Considerations

Despite the advantages of modern media in expanding English usage, several challenges must be addressed. The overuse of informal language in professional and academic settings has raised concerns about declining literacy skills. Young learners, in particular, struggle with transitioning between digital slang and proper academic writing (Selwyn, 2011, p. 203).

Moreover, the spread of misinformation and poorly edited content online poses risks to language accuracy. Without strict editorial standards, grammatical errors and incorrect usage become widespread, potentially altering language norms over time (Baron, 2008, p. 220).

Conclusion

Modern media has had a profound impact on English usage, introducing new vocabulary, altering communication styles, and influencing formal writing. Social media, digital news platforms, streaming services, and messaging apps have reshaped how people interact in English, making the language more dynamic and accessible. However, these changes also present challenges, such as declining literacy skills, misinformation, and the blurring of formal and informal writing standards. As technology continues to evolve, educators and language experts must find a balance between embracing linguistic innovation and preserving traditional language rules.

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THE ROLE OF INNOVATIVE PEDAGOGICAL TECHNOLOGIES IN MODERN ENGLISH LANGUAGE TEACHING

Z. Xolmuminova ¹*Supervisor: Sultonova Maftuna Bakhtiyorovna, Teacher, Uzbekistan State World Languages University***Abstract:**

This article analyzes the role and effectiveness of innovative pedagogical technologies in English language teaching. The integration of blended learning, gamification, artificial intelligence, and multimedia technologies makes the learning process more interactive and effective. The article discusses the advantages of these methods, challenges in their implementation, and practical recommendations for educators.

Key words: digital education, blended learning, gamification, artificial intelligence, multimedia, online learning platforms, adaptive learning, English language teaching.

Twenty-first century education has transcended conventional classroom instruction. The advent of digital learning environments provides students with extensive resources and interactive tools that enhance engagement and efficacy in learning. In English language teaching (ELT), innovative pedagogical technologies have created novel methods for class delivery, student assessment, and personalized learning experiences. The incorporation of technology in English Language Teaching is not simply a trend but an imperative in a society where digital literacy is essential. Utilization of digital tools, AI-driven platforms, and gamification strategies has demonstrated an enhancement in students' motivation, comprehension, and retention. Successful implementation necessitates adequate training, infrastructure support, and a transformation in conventional teaching paradigms. This article examines many contemporary pedagogical technologies, their advantages, problems, and the future of technology-enhanced English language education. The swift incorporation of digital technology into education has led to numerous novel pedagogical methods, radically altering the realm of English language teaching (ELT). This section examines four principal methodologies—blended learning, gamification, artificial intelligence, and multimedia integration—that are transforming language training and augmenting learner engagement. Blended learning is an educational methodology that combines in-person instruction with digital learning activities. This approach provides kids with flexibility while ensuring teacher oversight. Moodle, Google Classroom, and Edmodo offer organized learning environments that enable students to access resources, submit assignments, and engage with peers and instructors outside of classroom hours. Blended learning offers several significant advantages, including the ability to personalize the learning speed. - students can review lectures and consolidate comprehension, enhancing interest. Multimedia content, such as videos, podcasts, and interactive quizzes, augments student engagement, while online forums and discussion boards promote contact between teachers and students beyond the classroom. Blended learning necessitates dependable internet connectivity and technical proficiency, which may present difficulties in some educational environments. Gamification denotes the integration of game features, including incentives, competition, and interactive challenges, into the educational process. Studies indicate that gamified learning enhances motivation, engagement, and the retention of information over time. Notable gamification instruments comprise: Kahoot! — A gamified educational platform featuring quizzes and competitions. Duolingo — A language acquisition application that employs streaks, leaderboards, and incentives. Quizizz — An autonomous quiz platform that facilitates the enhancement of language proficiency for pupils. Gamification fosters active engagement and delivers prompt feedback, enabling learners to monitor their advancement. Nonetheless, excessive dependence on game-based activities may detract from profound linguistic comprehension, necessitating that instructors achieve a balance between enjoyment and organized learning. Artificial Intelligence (AI) is transforming English Language Teaching (ELT) by providing customized learning experiences via adaptive learning systems. AI-driven technologies assess students' skills and shortcomings, delivering tailored exercises and feedback. Certain AI-driven tools have gained global popularity. For instance, chatbots (ChatGPT, Mondly) serve as virtual assistants that facilitate conversational practice and instantaneous grammar correction; speech recognition software (Elsa Speak, Rosetta Stone) enhances pronunciation by analyzing speech patterns; and automated essay scoring tools (Grammarly, Write & Improve) provide real-time suggestion. Although AI improves the efficiency of language acquisition, it cannot entirely supplant human

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interaction. The role of educators is essential in directing students, attending to the emotional dimensions of learning, and cultivating creativity. Multimedia tools, including movies, podcasts, and interactive presentations, enhance the language learning process by offering authentic contexts for learners. YouTube lessons, TED Talks, and BBC Learning English are prevalent tools that provide learners with exposure to native pronunciation, various accents, and authentic discussions. The integration of multimedia offers significant advantages for learners, including the enhancement of listening and comprehension skills through exposure to natural speech patterns, improved vocabulary acquisition via the association of words with visual and auditory stimuli, and heightened motivation and engagement through storytelling and visual aids. Excessive dependence on multimedia without organized learning strategies may result in passive consumption instead of active engagement in learning. Notwithstanding the benefits of contemporary pedagogical tools, their application in English language instruction encounters numerous obstacles: a) digital divide: unequal access to internet resources and smart gadgets among students. b) Teacher preparedness: numerous educators possess insufficient digital competencies to integrate technology successfully. c) Resistance to change: Conventional teaching methods are entrenched, and certain instructors are reluctant to embrace innovative ways. d) Technical issues: unstable internet connections and software compatibility problems may interrupt training. To address these difficulties, institutions must allocate resources towards teacher training, infrastructure development, and policies that facilitate digital change in education. To enhance the efficacy of modern pedagogical technology in English language instruction, educators should contemplate tactics such as a blended approach, which integrates face-to-face teaching with digital resources for a balanced learning experience, and professional development. - Regular training workshops for educators to enhance digital literacy and student-centered learning - Tailor lessons according to students' needs and preferences. Utilization of Open Educational Resources (OERs): Employ complimentary online resources, like MOOCs, open-access periodicals, and language acquisition websites. Evaluation and Feedback: Utilize AI-powered instruments for formative evaluation to monitor student advancement. Innovative pedagogical technologies possess the capacity to transform English language instruction by enhancing engagement, efficiency, and personalization in the learning process. The amalgamation of blended learning, gamification, AI-driven tools, and multimedia materials offers students varied and dynamic educational experiences. Successful implementation necessitates addressing difficulties including digital accessibility, educator readiness, and opposition to change. By adopting these innovations, instructors may cultivate a more efficient and inclusive educational atmosphere, equipping students for a digitally interconnected future. The future of English language instruction depends on the harmonious integration of technology and pedagogy, guaranteeing that learners obtain an education customized to their needs for grammar, vocabulary, and structure.

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THE DEVELOPMENT OF VISUAL THINKING SKILLS IN MIDDLE SCHOOL STUDENTS FOR FOREIGN LANGUAGE TEACHING

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Abstract:

Developing visual thinking abilities is essential for enhancing language learning results, particularly for middle school students. This article looks at how visual thinking techniques, like using pictures, diagrams, and art projects, can enhance vocabulary development, comprehension, and involvement in the foreign language learning process. The theoretical underpinnings of visual thinking, real-world application techniques, and empirical proof of its efficacy comprise the article's three primary components. Teachers can establish a more dynamic and productive learning environment by incorporating visual thinking into the language learning process.

Key words: visual thinking, language acquisition, foreign language instruction, middle school students, visual aids.

1. The theoretical basis of visual thinking

The technique of organizing, interpreting, and communicating knowledge through visual representations is known as visual thinking. Its foundation is the brain's innate capacity to digest visual information more quickly than text, which makes it an effective teaching tool. Visual thinking enhances memorization and comprehension when teaching foreign languages by assisting students in making the connection between words and images. Since pupils learn words more effectively when they associate them with images or diagrams, research indicates that visual memory and vocabulary development are tightly related. Additionally, visual thinking fosters creativity and critical thinking, which helps pupils better communicate abstract concepts.

Why is visual thinking important for middle school students?

1. Age characteristics: Middle school students are at the stage of active development of cognitive and creative abilities. Visual thinking helps them to better assimilate abstract concepts that are often found in foreign languages (for example, verb tenses or idioms).
2. Motivation: Teenagers often lose interest in traditional teaching methods. Visual tools such as comics, infographics, or videos make lessons more fun.
3. Preparing for the future: Visual thinking develops skills that will be useful in further studies and work, for example, data analysis, presentation of ideas and problem solving.

Using technology:

- Visualization Applications: Programs like Canva, MindMeister, or Padlet help you create visual projects.
- Interactive whiteboards: The use of interactive whiteboards (such as the SMART Board) makes lessons more dynamic and engaging.
- Online platforms: Platforms such as Kahoot or Quizlet offer visual tasks and language learning games.

[1]

There is a wide variety of visualization methods in the classroom using technical equipment: videos, movie clips, presentations, hint matrices, speech stamps, simulators, mental maps, tag clouds, infographics, etc.

Let's take a closer look at some of them:

Multimedia presentations

Multimedia presentations are "educational materials prepared with the help of the multimedia presentation editor Power Point. M. P. is used to organize work on a specific topic, to attract students' attention to lexico-grammatical or regional studies material" [2]. Students are more engaged and motivated to study English when multimedia presentations are used. The teacher can direct the students' attention to the actual learning process by presenting the content in this way. Additionally, the range of media available for use in a

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presentation aids in selecting the best way to demonstrate the lesson materials, enhancing the textbook's illustrative content. The teacher has the right to make presentations himself or use ready-made methodological recommendations from teachers' web resources.

Mental maps

Mental maps (which are also referred to as "connection diagrams", "associative maps", "mental maps", "memory maps", "mental maps" as well as "intelligence maps") constitute "a method for graphically expressing the processes of perception, processing and memorizing information, solving creative problems, as well as a tool for developing memory and thinking, thanks to which it is possible to use both hemispheres to form the educational and cognitive competence of students" [3]. Link diagrams aid in organizing the course content in an understandable manner and operate on the basis of keyword memorization, departing from the main idea. The use of such maps in English lessons in middle and high school makes it possible to create motivation to actively participate in the learning process and master English as a means of communication, and also allows you to design the content of the lesson's teaching material, teach students to use dictionaries in order to find the necessary meanings. Using a computer and an interactive whiteboard, the teacher can show students the logic of creating a mental map and, accordingly, the logic of constructing the lesson material or topic.

Including posters of movies and performances, concert and exhibition announcements, interesting remarks and discussions, and other games, puzzles, and crosswords into the classroom has shown to be an effective way to reduce stress and diffuse the situation. But it's important to keep in mind that all of this—especially pre-made materials that aren't meant for students to work independently for extended periods of time—must be used carefully, or else the initial excitement may quickly fade and be replaced by weariness and apathy. Most modern textbooks use visual reinforcement to help students learn vocabulary and grammatical concepts. This is done to improve student motivation. Popular foreign language textbooks are well designed, equipped not only with illustrations and color tables, but also with caricatures, pictographs, collages, graphs, diagrams, diagrams, "clouds" typical of comics, etc. [5]

According to Gilbert Weber and Elroy Bollinger (1949), visual aids are "any specially prepared drawings, illustrations, models, films, slides, or other means that accelerate learning through visual perception." They enhance the educational process, aid instructors and learners in comprehending the subject matter more fully, increase vocabulary, and give language acquisition greater purpose. Knowledge of the material and the capacity to present it in an engaging manner are key components of pedagogical competency. One of the fundamental tenets of didactics is the principle of clarity, which states that learning is predicated on particular images that students directly perceive in addition to a carefully planned presentation of linguistic and non-linguistic content to aid in its comprehension, assimilation, and application in speech activities. [6]

The integration of visual aids into the learning process through multimedia attracts the attention of students, facilitates the understanding of grammar and vocabulary, increases motivation and promotes the memorization of new words and structures. In addition to speeding up the language learning process, visual tools create a more meaningful learning context.

Conclusion

Students become more engaged and active members of the study group as a result of all these elements. Both artificial and natural things utilized in the teaching process are considered visual learning resources. They act as fundamental aides for both teachers and students and carry educational material. People arrange their perception of events and develop an action plan in daily life by using mental models, maps, diagrams, and structures. These models form a significant part of the structure of the subconscious mind, on which conscious thinking and decision-making are based.

In daily life, people arrange their perception of events and decide on a course of action for future activities that will help them reach their objectives by using mental constructs, models, maps, and diagrams of how the world functions. These models make up a sizable portion of the unconscious structure, which serves as the foundation for our conscious thought and decision-making processes. Numerous structural and logical schemes allows the teacher to give the material in different ways and the student to memorize the absorption of learned information in the most convenient way. In summary, the most efficient method of conveying, absorbing, and subsequently applying acquired knowledge is through visual representation. With the help of visualization tools, special methods of managing educational activities can be used, which affects the activity of students and their self-regulation in learning. With methodically competent use of visualization methods, students can move to higher levels of cognitive activity and master the subject content with elements of creativity.

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DEVELOPMENT OF ORAL SPEECH SKILLS OF PRESCHOOL CHILDREN THROUGH ANIMATIONS

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Abstract:

Oral speech development is essential for preschool children, as it supports communication, cognitive growth, and social interaction. This article explores the role of animations in enhancing oral speech skills, emphasizing their ability to enrich vocabulary, improve pronunciation, stimulate storytelling, and enhance listening comprehension. By engaging children through visually appealing and interactive content, animations encourage active participation in language activities. The study highlights practical strategies, including active viewing, role-playing, animated songs, and interactive storytelling, to optimize speech development.

Key words: Oral speech development, preschool children, animations, vocabulary enrichment, storytelling, listening comprehension, early childhood education, interactive learning.

Introduction. Preschool is a vital stage for language acquisition and oral speech development. According to Vygotsky (1978), children's speech develops through social interaction and exposure to language-rich environments. Traditional storytelling, nursery rhymes, and conversations have been primary methods of fostering oral speech skills. However, with the growing digitalization of education, animations have emerged as an engaging and effective tool for enhancing children's verbal abilities.

Main part. The Role of Animations in Oral Speech Development: Animations combine visual and auditory elements, making them a powerful medium for language learning. They provide an immersive environment where children can associate words with actions, emotions, and contexts. **Enhancing Vocabulary Acquisition:** Animated stories introduce children to new words in context. Rice, Huston, Truglio, and Wright (1990) - They found that children who watched educational cartoons such as Sesame Street showed significant vocabulary gains compared to those who did not. The combination of images, narration, and repetition helps reinforce new words. **Improving Pronunciation and Articulation:** Animations present clear and expressive speech models that children can imitate. Studies by Linebarger and Walker (2005) - These studies suggest that well-designed educational animations can improve phonological awareness, helping children articulate sounds more clearly. **Enhancing Listening Comprehension:** Listening skills are fundamental to oral speech development. Animated stories engage children through dynamic characters and sound effects, encouraging them to listen attentively. Fisch (2004) - He showed that animated programs designed for language learning improved children's ability to follow narratives and understand spoken language. **Encouraging Storytelling and Narrative Skills:** Animations stimulate children's imagination and storytelling abilities. Research by Nicolopoulou et al. (2015) found that children who frequently watched and discussed animated stories developed better narrative structures in their speech. By recounting animated stories, children practice sequencing events, describing characters, and using expressive language. **Promoting Social and Communicative Skills:** Animations often depict dialogues and social interactions, providing models for effective communication. According to Bandura's (1986) social learning theory, children learn by observing and imitating behaviors. Animated characters engage in conversations, ask questions, and express emotions, helping children develop conversational skills.

Strategies for Using Animations in Preschool Education. Selecting Educational Animations. Educators should choose age-appropriate, language-rich animations that align with learning goals. Programs like Dora the Explorer and Bluey encourage interaction and verbal participation.

Interactive Viewing - Instead of passive watching, teachers should engage children with questions, discussions, and role-playing activities related to the animation. Research by Strouse, O'Doherty, and Troseth (2013): They suggests that co-viewing with an adult enhances language learning.

Story Retelling Activities - After watching an animation, children can retell the story using their own words. This practice strengthens narrative skills and reinforces vocabulary.

Role-Playing and Dramatization - Encouraging children to act out scenes from animations fosters expressive speech and confidence in verbal communication. **Integrating Animation-Based Learning with Traditional Methods** Animations should complement, not replace, traditional oral language activities like storytelling, singing, and reading aloud.

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Conclusion. The integration of animations into preschool education provides a dynamic and engaging way to support oral speech development. By enhancing vocabulary, pronunciation, listening comprehension, narrative skills, and social communication, animations serve as an effective tool in language learning. Educators should strategically incorporate animations into their teaching practices to maximize their benefits.

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THE IMPORTANCE OF PROPER CAREER GUIDANCE FOR YOUNG ELEMENTARY SCHOOL STUDENTS

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Abstract:

Early career guidance is crucial in shaping the future trajectories of young elementary school students. Introducing career concepts at this formative stage fosters self-awareness, motivation, and informed decision-making, laying the groundwork for lifelong learning and career development. This article explores the significance of career guidance in elementary education, examines theoretical frameworks, discusses implementation strategies, and addresses challenges, providing a comprehensive overview supported by current literature.

Key words: Early career guidance, elementary education, career development, self-awareness, motivation, informed decision-making, theoretical frameworks, implementation strategies, challenges, lifelong learning.

Introduction

In an era characterized by rapid technological advancements and evolving job markets, equipping students with the tools to navigate their future careers has become increasingly important. While career guidance has traditionally been associated with secondary and post-secondary education, there is a growing recognition of the benefits of introducing career concepts during the elementary years. Early exposure to career exploration can enhance students' understanding of the world of work, connect academic learning to real-life applications, and inspire aspirations that align with their interests and abilities. This article delves into the importance of proper career guidance for young elementary school students, supported by theoretical perspectives and empirical evidence.

Theoretical Foundations; Developmental Theories in Career Guidance

Understanding the developmental stages of children is essential in designing age-appropriate career guidance programs. Jean Piaget's theory of cognitive development outlines how children's thinking evolves, suggesting that during the elementary years, they transition from preoperational to concrete operational stages, enabling them to grasp more complex concepts, including those related to careers. Building on this, Donald Super's life-span, life-space theory emphasizes that career development is a lifelong process, beginning in childhood, where individuals form self-concepts that influence their career choices. Super introduced the concept of "career maturity," highlighting the readiness of individuals to make informed career decisions at different life stages. These theories underscore the importance of initiating career guidance early to support the natural progression of self-concept and decision-making skills.

Gottfredson's Theory of Circumscription and Compromise. Linda Gottfredson's theory focuses on how children eliminate career options based on perceived societal expectations and personal interests, a process she terms "circumscription." As they age, they may also "compromise" by adjusting their career aspirations to align with perceived accessibility and attainability. This framework suggests that without early and broad exposure to various careers, children may prematurely narrow their options, potentially limiting their future opportunities. Therefore, comprehensive career guidance in elementary school can help prevent early foreclosure on career choices.

Benefits of Early Career Guidance. Fostering Self-Awareness and Identity Formation. Early career exploration aids children in understanding their interests, strengths, and values, contributing to the development of a positive self-concept. By engaging in activities that highlight various professions, students can begin to identify with roles that resonate with their emerging identities, facilitating a sense of purpose and direction. This self-awareness is foundational for setting realistic and fulfilling career goals in the future.

Enhancing Academic Motivation and Engagement

When students perceive a connection between their studies and potential career paths, their motivation to engage academically can increase. Understanding the relevance of subjects like mathematics, science, and language arts to real-world applications encourages students to invest effort and persist in their learning endeavors. This relevance can transform abstract concepts into tangible skills, making education more meaningful and engaging.

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Broadening Horizons and Challenging Stereotypes. Introducing a wide array of career options during the elementary years exposes students to diverse fields, including those they might not encounter in their immediate environments. This exposure is crucial in challenging societal stereotypes and biases related to gender, ethnicity, or socioeconomic status in various professions. By presenting an inclusive range of role models and career possibilities, educators can encourage all students to pursue paths aligned with their true interests and abilities.

Developing Critical Thinking and Decision-Making Skills. Career exploration activities often involve problem-solving, critical thinking, and decision-making processes. Engaging in these activities helps students develop essential life skills that are transferable across academic and personal contexts. Learning to assess options, consider consequences, and make informed choices prepares students for future academic selections and career decisions.

Implementation Strategies; Integrating Career Education into the Curriculum

Embedding career-related lessons into the standard curriculum can seamlessly introduce students to various professions. For example, science classes can include discussions about careers in healthcare, engineering, or environmental science, while language arts can explore roles in journalism, authorship, or communications. This integration helps students make connections between their studies and potential career paths.

Organizing Career Days and Field Trips. Hosting career days where professionals share insights about their occupations provides students with firsthand exposure to different fields. Field trips to local businesses, museums, or community organizations can further enhance understanding by showcasing work environments and daily operations. These experiences make career concepts tangible and relatable for young learners.

Utilizing Technology and Multimedia Resources. Incorporating technology, such as virtual field trips, online career exploration tools, and multimedia presentations, can engage students and provide access to a broader range of career information. Interactive platforms allow students to explore careers at their own pace and according to their interests, fostering self-directed learning.

Encouraging Parental and Community Involvement. Engaging parents and community members in career guidance initiatives can enrich the experience for students. Parents can share their professional experiences, while community partnerships can offer mentorship opportunities or resources. This collaboration bridges the gap between school and the broader community, providing students with a supportive network.

Challenges and Considerations; Developmental Appropriateness

Ensuring that career guidance activities are suitable for the cognitive and emotional development of elementary students is vital. Activities should be exploratory rather than prescriptive, allowing children to discover and learn without feeling pressured to make premature decisions about their futures.

Resource Allocation and Training. Implementing effective career guidance programs requires adequate resources, including time, materials, and trained personnel. Professional development for educators is essential to equip them with the knowledge and skills to deliver career education effectively. Schools must prioritize and allocate resources to support these initiatives.

Cultural and Socioeconomic Sensitivity. Career guidance programs must be inclusive and sensitive to the cultural and socioeconomic backgrounds of students. Children from underserved communities may have limited exposure to diverse career opportunities. Educators should ensure that career exploration activities reflect a variety of professions, including those within the students' immediate environment as well as aspirational careers. By highlighting role models from similar backgrounds who have achieved success in various fields, programs can inspire students to pursue their ambitions.

Addressing language barriers and accommodating students with disabilities is also essential to create equitable opportunities. Multilingual resources and accessible materials ensure that every student can benefit from career guidance initiatives.

Case Studies and Successful Implementations; Case Study 1: Career Awareness Through Experiential Learning

A school district in California implemented a career awareness program for third to fifth-grade students that incorporated experiential learning activities. Through career days, local professionals demonstrated real-world applications of their work, followed by hands-on projects where students applied the concepts they learned. Post-program surveys indicated increased interest in STEM fields and heightened academic motivation.

Case Study 2: Integration of Career Guidance in the Curriculum

In a rural school in Kentucky, educators integrated career exploration modules into the existing curriculum. Social studies lessons included discussions on community professions, while math classes

explored careers in engineering and finance. This cross-curricular approach resulted in a 20% increase in student engagement and a marked improvement in career-related knowledge.

Case Study 3: Virtual Career Exploration

A school in New York partnered with a virtual career exploration platform to provide students with interactive career simulations. Through virtual field trips and role-playing experiences, students gained insights into professions they might not have otherwise encountered. The initiative was particularly beneficial in economically disadvantaged areas with limited access to career mentorship.

Conclusion

Proper career guidance for young elementary school students is a crucial investment in their future. Early exposure to career possibilities fosters self-awareness, encourages academic motivation, and broadens students' perspectives on their potential career paths. By implementing age-appropriate, inclusive, and experiential career guidance programs, educators can empower students to make informed decisions and pursue meaningful careers.

Integrating these programs into the school curriculum, collaborating with community stakeholders, and addressing developmental and cultural considerations will ensure their success. Ultimately, effective career guidance contributes to building a skilled and motivated workforce, driving both individual fulfillment and societal progress.

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THE ROLE OF MODERN TECHNOLOGY IN EDUCATION

A. Norboyeva ¹**Abstract:**

In most countries of the world, the development of the education system is one of the global issues. Also, the importance of technology is having a high impact on learning environment, offering new opportunities for both teachers and students. Technology enhances the teaching process by providing interactive tools, digital resources, and platforms for real-time communication. It enables personalized learning through adaptive software that caters to individual student needs, fostering more effective and self-paced learning experiences. By making educational resources more accessible and providing a broader range of learning opportunities, modern technology is revolutionizing education, making it more inclusive, engaging, and tailored to diverse learning styles.

Key words: Modern technology, education, digital literacy, personalized learning, interactive learning, online education, educational resources, technology integration, student engagement, advantages and disadvantages, future of education.

“Technology can become the “wings” that will allow the educational world to fly farther and faster than even before – if we allow it.” – Jenny Arledge.

As the world continues to embrace technological advancements, the educational sector has been quick to integrate these innovations, transforming classrooms into dynamic environments that foster engagement, collaboration and innovation. Therefore, the role of technology in education is multifaceted, deeply influencing various aspects of teaching, learning, and administration. This article explores the significant impact that technology plays in education and how it is driving positive or some negative changes and developments in the way we teach and learn.

We cannot deny the fact that the developed world we see today can never be possible without the evaluation of technology. Even the International Society for Technology in Education (ISTE) promotes the important roles of technology in education. Only through a technology-driven education system, students have innovative learning solutions. In pandemic era of Covid-19, it would have never been possible for teachers to make students efficient learners at home if technology was not introduced [6].

Jim Knight (Rt Hon Lord Knight), the director of Suklaa Media & Education and former schools minister, said that the pandemic “accelerated the evolution of technology adoption, curriculum, and other key elements of learning” [1].

The integration of technology in education has brought about significant as well as positive changes in how learning is delivered and experienced. However, despite its potential to improve educational outcomes, the use of technology in education also presents several challenges. Here are some advantages and disadvantages of technology in learning process.

Advantages:**Provides a Better Interactive Experience during the Learning and Teaching Process:**

With the introduction of mobile phones, tablets and computers, students are now able to do something they should have been able to do long ago – to learn actively and productively. For the first time, students can access a subject/teaching unit with enthusiasm thanks to applications, videos, simulations and digital books that make the learning process much more engaging. Moreover, having the opportunity to dig deeper into an area that interests them allows them to potentially recognize their interests and talents, and maybe even their future professions [7].

Access to Vast Educational Resources:

One of the greatest advantages of incorporating technology is its instant access to a wealth of educational resources. iPads and Chromebooks enable students to explore online libraries, educational apps, interactive multimedia, and virtual simulations. Some of the online libraries that I like to use for digital products are Boom Cards and Teachers Pay Teachers. I have stores on both platforms with many different digital resources.

Enhancing Digital Literacy Skills:

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Integrating technology into the classroom equips students with essential digital literacy skills necessary for their future success. Students become proficient in using various software, online tools, and applications, improving their technological competence. These skills are increasingly valuable in the modern job market, where digital literacy is a prerequisite in almost every field [5].

Disadvantages:

Distraction:

For students, having technology around might be distracting. More than anything else, their attention may be on the entertainment. Among the advantages and disadvantages of technology, this is a leading factor in drawbacks.

Replacement to Real Teachers:

In some schools, some technologies can take the position of the teacher. Today's interactive learning sessions are so successful that a student can learn without a teacher. This is because software or an app can take the place of a human teacher.

Health Issues:

Excessive use of technology can lead to health problems in children, including eye strain from prolonged screen time. Additionally, the negative impact of technology on mental health, such as increased stress and reduced focus, is a growing concern.

Poor Time Management:

Students often lose track of time when using technology in the classroom. Youngsters can easily adapt to new situations. However, they may end up with more screen time as the school is influential for each student. Time mismanagement is a major con among the advantages and disadvantages of technology [4].

Technology is infiltrating our education system at such a rapid rate that even teachers are no longer needed. Studies have been conducted to find out that students prefer online materials to offline classes, their usage rate is increasing day by day, and experts shared their opinions.

For example, The JRC report on the future of technology in education: emerging trend and policy implications identifies technological innovations with high potential to influence, in the medium and long term, pedagogical practices and the delivery of education at large. While the seven liberal arts – grammar, logic, rhetoric, arithmetic, geometry, music, and astronomy – formed the basis for education for a long time, in the age of generative AI, core skills such as writing, mathematics, communication, and knowledge about the world, needed to be thought [2].

Technology can become one of the most important tools for older students to achieve the desired achievements and knowledge. However, we should not forget about our young generations. They will definitely have challenges in usage of technology, since they start only writing and reading on the first years of schools.

The most important lesson we have taken away from the pandemic and the years leading up to it is that children need improved access to technology and educational opportunities to improve their lives. Also, experts believe that by 2050, 90% of people worldwide will have access to broadband internet. This will significantly affect future learning as almost 9 billion people could potentially participate in futuristic learning [3].

If we look at the last years when technology has changed education, we can face with some trends in different countries.

In past two decades, technology has gone through some incredible changes. For instance, only 47% of UK households had a mobile phone in 2000. Today, 84% of UK adults own a smartphone (and many children and teenagers have them as well) [1]

In conclusion, modern technology plays a vital role in shaping in shaping the future of education, offering unprecedented opportunities for personalization, accessibility, and engagement. Technology helps bridge geographical and socio-economic gaps, providing learners from all backgrounds with access to high-quality educational resources and global learning communities. However, while technology enhances educational opportunities, it is important to strike a balance. It should complement traditional teaching methods, ensuring that students still develop essential, emotional, and critical thinking skills. Ultimately, the role of technology in education is to empower both students and educators, fostering an environment where learning is more dynamic, inclusive and effective.

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INNOVATIVE METHODS, APPROACHES AND TECHNOLOGIES IN TEACHING ENGLISH

R. Sharipova ¹

Abstract:

This article discusses which approaches should be applied to achieve effective results in learning English. In particular, modern and innovative teaching methods, the use of artificial intelligence technologies, real-life-based activities, personalized learning systems tailored to students' individual needs, and practical experience in a language environment contribute to making the language learning process more effective. The article provides a detailed analysis of the advantages of these approaches and their impact on learners.

Key words: English learning, effective approaches, modern teaching methods, innovative education, real-life-based learning, personalized learning, practical experience.

In modern education, English teaching methods and approaches have been rapidly evolving, becoming more effective with the help of new technologies. Unlike traditional methods focused on memorization and grammar rules, innovative techniques emphasize active communication, independent thinking, and practical experience. It is essential to recognize that the significance of modern teaching methods in language learning is increasing daily. The primary reason for this is the growing interest and demand for language acquisition. As international relations between countries continue to develop, the need for highly skilled professionals with strong language proficiency is rising yearly. Not only English but also other languages are being adopted as additional languages alongside national languages, making language learning one of the main activities among young people.

Among all languages, English is the most popular among learners, particularly the younger generation. Everywhere we look, we see educational centers specializing in teaching English. In almost every learning institution, English is the most frequently offered foreign language. Considering the increasing demand, educational centers compete with each other to attract students. One institution might claim to teach English from scratch in just six months, while another promises to develop full conversational skills in just one month. But do these advertisements truly meet learners' expectations?

Competition among educational centers can be beneficial as long as it remains healthy and focused on quality education. Since English is relatively easier to learn compared to other languages, it is indeed possible to master it in a short time—provided that the learning process is approached correctly. A proper approach to language learning involves utilizing modern teaching methods and innovative technologies. A well-defined goal and the right methodology can lead to significant progress in a short time.

Innovative teaching methods also involve adapting to different learning styles and preferences. Not all students learn in the same way, so it's essential for educators to use a variety of techniques to cater to diverse learning needs. Visual, auditory, kinesthetic, and reading/writing learners all benefit from different approaches, and by incorporating a mix of visual aids, audio materials, hands-on activities, and written exercises, teachers can ensure that all students have the opportunity to succeed in learning English as a foreign language [1].

When discussing modern technologies, artificial intelligence (AI) is one of the first things that comes to mind. Nowadays, students widely use AI tools to access information and find answers to their questions during lessons. Artificial intelligence has also become a valuable assistant in teaching and learning English, helping learners of all levels improve their skills efficiently. By integrating AI into the learning process, students can receive personalized feedback, practice speaking with virtual tutors, and enhance their writing skills with AI-powered grammar checkers. These advancements not only make language learning more accessible but also significantly increase its effectiveness. In conclusion, combining modern teaching methods with innovative technologies ensures that learners achieve their goals faster and more efficiently, making the process of mastering English more engaging and productive.

Technology in Education Methods.

Technology integration into education has transformed teaching and learning processes, making them more efficient and engaging. Tools such as learning management systems (LMS), virtual classrooms and AI-based tutoring platforms revolutionize how educators deliver content and interact with students. For instance, LMS platforms like Google Classroom streamline lesson planning, assignments and assessments, while virtual

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classroom tools like Zoom or Microsoft Teams facilitate remote learning and collaboration. AI-driven tools like Khan Academy provide personalized content tailored to individual student needs, offering targeted support for various learning levels.

Benefits of Technology Integration.

The use of technology in education enhances accessibility, personalizes learning experiences, and enables the delivery of interactive and engaging content. These advancements ensure that students from diverse backgrounds and with varying needs can effectively participate and succeed in their educational journeys.

Personalized and Adaptive Learning Techniques.

Adaptive learning is an innovative approach that uses data to tailor educational content to meet each student's unique pace, strengths and weaknesses. Platforms like Smart Sparrow allow educators to design adaptive courses, while tools like DreamBox Learning specialize in math-focused adaptive education.

Advantages of Adaptive Learning.

Adaptive learning addresses diverse learning styles, ensures individualized attention and empowers students to progress at their own pace. This approach fosters deeper understanding and promotes a more inclusive and effective learning environment by catering to each learner's specific needs. These innovative techniques demonstrate how technology and adaptive methods are reshaping education, paving the way for more personalized, accessible and impactful learning experiences [2].

Innovative methods and technologies make English language teaching more interactive, engaging, and effective while enhancing the quality of the learning process. Modern educational approaches increase students' interest in language learning and help strengthen their knowledge and skills. Through artificial intelligence, digital learning platforms, and innovative methods, the educational process becomes more flexible and personalized, allowing students to acquire the language more quickly and efficiently.

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THE ROLE OF PEDAGOGICAL COMPETENCE OF ENGLISH TEACHERS IN TEACHING PRIMARY EDUCATION

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Abstract:

Pedagogical competence plays an important role in the formation of the quality of education, in particular, in teaching English to primary school students. The teacher's ability to effectively use pedagogical methods, understand the needs of students, and master relevant sources is the main factor in creating a positive and effective educational environment. In this study, the main components of pedagogical competence and how they influence the teaching of English in primary grades were studied. It discusses how teachers' attitudes, knowledge, and abilities contribute to students' language learning and the development of general education. Considering the importance of modern approaches and continuous professional development, the article emphasizes the need to provide primary school teachers with the resources necessary for successful English language teaching.

Key words: Pedagogical competence, teaching English, primary education, language learning, teaching methods, professional development, effectiveness of teacher activity.

Introduction

The role of English teachers in primary education is important, as it lays the foundation for future academic success. Pedagogical competence, defined as the ability of teachers to conduct an effective, interesting, and meaningful lesson, is of great importance in the successful teaching of English to young students. Teachers with high pedagogical competence can adapt their teaching strategies to meet the individual needs of students, which makes education more convenient and interesting.

The pedagogical competence of an English teacher includes a deep understanding of both the subject and the psychological and developmental needs of children. In primary education, when students are at an important stage of language learning, teachers should use effective methods that contribute to the development of language skills, stimulate a positive attitude towards learning, and ensure thorough mastery of the basic concepts of the English language.

The importance of pedagogical competence becomes even more apparent when we take into account the various needs of students in the classroom. Primary education often involves children with varying levels of knowledge, learning ability, and culture. Teachers with pedagogical knowledge to adapt teaching methods can effectively satisfy this diversity and ensure that each child has the opportunity to achieve success.

The pedagogical competence of English teachers can be divided into several main components, including knowledge of the subject, teaching strategies, classroom management, and the ability to establish positive relationships between teachers and students. Subject knowledge refers to the teacher's understanding of English grammar, vocabulary, pronunciation, and cultural contexts. An English teacher with solid knowledge of the subject can clearly present the content, confidently answer questions, and create a meaningful learning experience for students.

The teacher's ability to apply different teaching strategies to meet the needs of different students is also important. In primary education, students use interactive and creative teaching methods such as games, songs, stories, and role-playing games. These strategies not only help maintain students' interest but also facilitate language learning by providing real, context-based opportunities for practice. For example, using songs to teach vocabulary and grammar allows children to master language structures and at the same time enjoy the learning process.

Another important aspect of pedagogical competence is the ability to manage the classroom. Maintaining a positive and orderly learning environment in elementary school is crucial for effective teaching. Teachers should be able to manage classroom behavior, set a daily routine, and create a safe environment for students to express themselves. A well-managed classroom fosters active participation, which is especially important in language learning, as it encourages students to practice speaking, listening, and interacting with their peers. The importance of pedagogical competence in teaching English in primary education is not limited to conveying the content. This also includes creating an interesting and inclusive educational environment that encourages active participation of students and language development. Effective pedagogical competence

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requires the teacher to know well how young children learn a second language, especially in the context of a foreign language, such as English.

One of the important aspects of pedagogical competence is the teacher's ability to assess and understand the mental development of younger students. In primary education, students are at different stages of language acquisition, and their ability to master new vocabulary, grammatical structures, and pronunciation differs significantly. A competent teacher should be able to see these differences and adapt teaching methods accordingly. For example, some students may use visual aids more often, while others may respond better to verbal instructions or practical exercises. Teachers can take into account students' diverse learning preferences by applying a variety of sensory techniques in teaching, such as hearing, seeing, and movement.

In addition, the role of assessment in pedagogical competence cannot be ignored. In primary education, formative assessment - current assessment - is important for monitoring student learning. Through regular feedback, quizzes, oral presentations, and peer assessment, teachers can better understand each student's strengths and developmental trajectories. This, in turn, allows the teacher to adapt teaching methods to the needs of the individual. This continuous assessment approach is important in language learning, as it allows teachers to track language development over time and take necessary measures when students are struggling.

Another important element of pedagogical competence is the creation of a safe and supportive environment in the classroom. For younger students, a positive emotional environment is necessary to increase confidence in language skills. Teachers who use positive reinforcement, praise effort rather than achievement, and create a classroom culture without threats encourage students to take risks and engage more fully in the language learning process. This is especially important in teaching English as a second language, as many students may be shy or hesitant to speak, read or write in a foreign language. By creating a safe and supportive environment, teachers reduce anxiety and encourage students to participate more actively.

In addition, teachers should be able to set clear, realistic learning objectives and convey these goals to students in an easily understandable way. When students know what is expected of them and clearly understand the purpose of their learning activities, they are more likely to maintain focus and motivation. Teachers with strong pedagogical competence can divide complex language concepts into controlled parts and provide foundations that help develop students' understanding and skills. For example, a qualified teacher gradually introduces new grammatical rules or vocabulary through contextual activities and life situations, making language learning more relevant and meaningful for students' lives.

Also, the ability to establish mutual cooperation between students is another sign of pedagogical competence. In primary education, working in groups and pairs is a valuable tool for language learning. When students work together, they can practice speaking and listening skills, exchange ideas, and learn from each other. By creating opportunities for peer communication, teachers not only encourage language development but also help students develop social and interpersonal skills. Collaborative learning activities, such as group projects or interactive language games, also create a sense of community in the classroom, which creates a more inclusive and stimulating learning environment.

Project-based learning encourages deeper learning because it connects language learning with the real world, useful experiences that align with students' interests and future goals.

Moreover, creating a positive and engaging learning environment requires the ability to establish close connections between the teacher and students. Compassionate, patient, and supportive teachers can inspire confidence in their students, encouraging them to take more initiative and achieve success. In the context of rapidly changing educational technologies, teaching methods, and students' needs, the teacher must constantly update their knowledge and skills. Seminars, workshops, and peer collaboration are all effective ways for teachers to improve their pedagogical practices and stay informed about the latest developments in language teaching.

For example, teachers can expand their understanding of language acquisition theories, such as the communicative language teaching approach, which emphasizes the practical application of language in real life. This helps them create more engaging and effective lessons that encourage students to use English meaningfully. In addition, teachers can use digital tools and resources such as language learning applications, interactive whiteboards, and online learning platforms to improve their learning and meet the diverse needs of students.

The introduction of technologies in teaching English in a modern classroom is becoming increasingly important. Digital resources allow teachers to create interactive and engaging lessons, making learning more dynamic and accessible to all students. For example, interactive language games and online quizzes can provide quick feedback, which helps students track their progress and maintain their motivation.

In addition, the ability to differentiate learning is a key skill for English teachers. Elementary grades often consist of students with a wide range of abilities and reading styles. Some students struggle with reading and writing, while others study excellently. Teachers who are well-versed in differentiated learning can adapt their lessons to the specific needs of each child and provide appropriate difficulties and support for all students. This approach not only improves the individual activity of students, but also creates an inclusive educational environment in which every child has the opportunity to achieve success.

Conclusion

The pedagogical competence of English language teachers in primary education plays an integral role in shaping the future success of students. Teachers who possess knowledge of the subject, effective teaching strategies, classroom management skills, and the ability to form positive relationships with students are more likely to create an environment conducive to the academic and social development of children. As the educational environment changes, it is important for teachers to engage in continuous professional development to be aware of new teaching methods and tools.

Investing in the professional growth of English teachers and providing them with the resources necessary for their success is crucial for ensuring quality education for all children. If a teacher has the correct pedagogical competence, they can not only improve students' language skills, but also contribute to their overall development, preparing them for a successful future in an increasingly globalized world.

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TEACHING THROUGH THE PORTFOLIO METHOD IN TEACHING ENGLISH IN THE 21ST CENTURY

R. Umarova ¹*Abstract:*

The portfolio method has emerged as a valuable approach in English language teaching, especially in the 21st century, where personalized learning and continuous assessment play crucial roles. This method allows students to compile their work over time, reflecting on their progress and engaging in self-directed learning. The study explores the benefits of the portfolio method, including its role in student autonomy, assessment, and skill development. It also highlights challenges such as time management and evaluation complexities. The research discusses practical applications of this method in modern English classrooms and suggests strategies for effective implementation.

Key words: portfolio method, English language teaching, student autonomy, assessment, skill development, 21st-century learning.

Introduction

The 21st century has brought significant changes in educational methodologies, emphasizing student-centered approaches. Traditional teaching methods, often focused on rote memorization and standardized testing, have been increasingly questioned for their effectiveness in developing critical thinking and language proficiency (Brown, 2014, p. 23). The portfolio method presents an alternative that promotes active learning, self-assessment, and teacher-student collaboration (Little, 2009, p. 15). This paper examines the effectiveness of the portfolio method in English language teaching, analyzing its advantages, challenges, and implementation strategies.

The Portfolio Method in English Language Teaching

1. Understanding the Portfolio Method

A portfolio is a structured collection of students' work that showcases their progress over time (Barrett, 2011, p. 42). It can include written assignments, recordings of spoken language, multimedia projects, and reflections. Unlike traditional assessment methods, portfolios provide a comprehensive view of students' linguistic development, highlighting both strengths and areas for improvement (O'Malley & Valdez-Pierce, 1996, p. 78).

2. Benefits of the Portfolio Method

One of the primary advantages of the portfolio method is its ability to foster student autonomy. Learners take responsibility for their progress, selecting pieces that represent their achievements and setting personal learning goals (Zimmerman, 2002, p. 55). This approach aligns with constructivist theories, which emphasize active learning and student engagement (Vygotsky, 1978, p. 62).

Another benefit is its role in formative assessment. Unlike traditional tests that provide a snapshot of student performance at a single point in time, portfolios offer a dynamic and ongoing evaluation method (Black & Wiliam, 1998, p. 93). Teachers can track progress over weeks or months, providing personalized feedback that guides further learning.

Portfolios also promote the integration of different language skills. Students can include essays, recorded dialogues, vocabulary lists, and multimedia projects, ensuring balanced language development (Rea-Dickins & Gardner, 2000, p. 70). This comprehensive approach helps learners connect their skills to real-world applications, making English learning more relevant and engaging.

3. Challenges in Implementing the Portfolio Method

Despite its advantages, the portfolio method comes with challenges. One of the main difficulties is time management. Both students and teachers need to invest time in compiling, reviewing, and assessing portfolios (Benson, 2013, p. 85). Without proper guidance, students may struggle to maintain consistency in updating their portfolios.

Another challenge is the subjectivity in assessment. Unlike standardized tests, which offer clear grading criteria, evaluating portfolios requires a more nuanced approach (Tierney, Carter, & Desai, 1991, p. 112). Teachers must establish well-defined rubrics to ensure fairness and reliability in grading.

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Furthermore, technological integration presents both opportunities and challenges. Digital portfolios, stored in online platforms or learning management systems, provide easy access and organization (Burner, 2014, p. 47). However, ensuring that all students have equal access to technology remains a concern, particularly in underprivileged areas.

4. Strategies for Effective Implementation

To maximize the benefits of the portfolio method, educators should adopt strategic approaches. One key strategy is setting clear objectives and guidelines. Teachers should communicate expectations regarding portfolio content, format, and assessment criteria from the beginning (Genesee & Upshur, 1996, p. 58).

Regular feedback is another crucial element. Teachers should schedule periodic portfolio reviews, offering constructive feedback that helps students reflect and improve (Gottlieb, 2006, p. 75). Peer reviews can also enhance learning by allowing students to engage in collaborative assessment and receive different perspectives on their work.

Incorporating technology can streamline the portfolio process. Digital platforms such as Google Drive, Moodle, and e-portfolios enable easy submission, organization, and feedback (Chaudhuri & Cabau, 2017, p. 101). These tools allow multimedia integration, making portfolios more dynamic and engaging.

Conclusion

The portfolio method represents an innovative and student-centered approach to English language teaching in the 21st century. By emphasizing continuous assessment, self-reflection, and skill integration, it enhances the learning experience and fosters long-term language development. Despite challenges such as time management and assessment subjectivity, strategic implementation can mitigate these issues and maximize the benefits. As education continues to evolve, adopting methods that empower learners and provide holistic evaluation will be crucial in shaping effective English language instruction.

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USING MODERN TECHNOLOGIES IN ENGLISH LANGUAGE TEACHING

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Abstract:

The integration of modern technologies in English language teaching has revolutionized the learning process. Traditional classroom methods have been supplemented or replaced by digital tools, making learning more engaging, interactive, and accessible. This paper explores how modern technologies such as artificial intelligence, virtual reality, mobile applications, and online platforms enhance language acquisition. It examines the advantages of digital learning, including personalized education, real-time feedback, and global connectivity, while also addressing challenges such as digital literacy and technological disparities. The study highlights the role of teachers in adapting to these advancements and ensuring technology is effectively incorporated into language instruction.

Key words: modern technologies, English language teaching, digital learning, artificial intelligence, virtual reality, online education.

English language teaching has undergone significant transformations due to technological advancements. With the rise of digital education, learners now have access to a vast array of online resources that enhance language acquisition (Richards, 2015, p. 22). Traditional blackboard teaching methods are being replaced by interactive digital tools that cater to different learning styles (Prensky, 2010, p. 37). This paper discusses how various modern technologies contribute to English language teaching, making the process more effective and engaging.

The Role of Modern Technologies in Language Teaching

1. Artificial Intelligence in Language Learning

Artificial intelligence (AI) has significantly improved language learning by providing personalized instruction and instant feedback. AI-powered chatbots and virtual tutors help students practice conversations, correct grammar, and improve pronunciation (Kukulska-Hulme & Shield, 2008, p. 45). Platforms such as Duolingo and Grammarly utilize AI to offer customized lessons and detect common mistakes, making learning adaptive and efficient.

AI-driven writing assistants analyze text and provide real-time suggestions on structure, clarity, and coherence, helping students refine their writing skills. Additionally, speech recognition technology allows learners to enhance pronunciation accuracy by providing phonetic feedback (Levy & Hubbard, 2005, p. 78). AI-based translation tools, such as Google Translate and DeepL, enable students to understand complex texts and expand their vocabulary by offering contextual meanings rather than direct translations.

2. Virtual Reality and Augmented Reality

Virtual Reality (VR) and Augmented Reality (AR) technologies create immersive language-learning environments. VR allows students to experience real-life scenarios where they can practice English in context (Chen, 2016, p. 68). AR applications enhance textbook content by adding interactive elements, making abstract concepts more tangible and engaging for students.

Language immersion is one of the most effective ways to learn a language, and VR provides learners with the ability to visit English-speaking countries virtually, interact with native speakers, and experience cultural settings (Godwin-Jones, 2017, p. 102). Applications such as Mondly VR offer simulated real-life conversations, making learners feel as if they are participating in real interactions. AR-powered flashcards can display 3D models of objects, helping students associate words with visuals, strengthening vocabulary retention.

3. Mobile Applications and Online Platforms

The proliferation of smartphones has led to the popularity of language-learning apps such as Babbel, Rosetta Stone, and Memrise. These apps offer gamified lessons, speech recognition, and interactive exercises that facilitate independent learning (Godwin-Jones, 2011, p. 92). Online platforms such as Coursera, Udemy, and edX provide structured English courses, allowing students to learn from experts worldwide at their own pace.

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Gamification elements, such as badges, leaderboards, and rewards, increase student motivation and engagement. Mobile applications utilize adaptive learning algorithms to personalize lessons according to learners' progress, ensuring that they focus on areas requiring improvement (Chapelle, 2016, p. 115). Additionally, online discussion forums, such as those found in Massive Open Online Courses (MOOCs), allow learners to engage in collaborative discussions, enhancing their ability to express ideas in written English.

4. Blended Learning and Flipped Classrooms

Blended learning combines traditional classroom instruction with online resources, allowing students to engage with learning materials before attending class (Graham, 2013, p. 105). The flipped classroom model shifts the focus from passive learning to active participation, where students discuss concepts and practice language skills with teachers during class sessions (Bergmann & Sams, 2012, p. 88).

The flexibility of blended learning enables students to learn at their own pace, catering to different learning abilities. Digital resources, such as recorded lectures and multimedia presentations, allow learners to revisit complex topics as needed (Dudeney & Hockly, 2012, p. 130). The flipped classroom approach fosters critical thinking and problem-solving skills by encouraging students to analyze concepts independently before discussing them in class.

5. Social Media and Collaborative Learning

Social media platforms like YouTube, Facebook, and Twitter have become valuable tools for English language learners. They provide exposure to authentic language content, facilitate real-time discussions, and connect learners with native speakers (Blattner & Fiori, 2009, p. 54). Discussion forums and online study groups encourage collaborative learning and peer feedback, enhancing language proficiency.

Platforms such as Reddit and Quora enable learners to engage in discussions on diverse topics, exposing them to different writing styles and perspectives (Jones & Hafner, 2012, p. 142). Social media influencers and educators share valuable English learning tips, pronunciation guides, and grammar lessons through short video content on platforms like TikTok and Instagram. Additionally, the use of closed captions and subtitles in videos enhances listening comprehension by providing visual support for spoken content.

Online learning platforms and mobile applications have also revolutionized English language instruction. Apps like Duolingo, Babbel, and Rosetta Stone employ gamification strategies to make learning fun and engaging. By incorporating elements such as progress tracking, achievements, and competition, students remain motivated to continue learning. Meanwhile, platforms like Coursera and edX provide access to high-quality language courses taught by experts, ensuring that learners from different backgrounds can improve their skills regardless of their location.

Blended learning approaches, such as the flipped classroom model, have gained popularity in recent years. Instead of relying solely on classroom instruction, students engage with online materials before attending lessons, allowing in-class time to be used for discussions, collaborative activities, and real-time application of knowledge. This method encourages active participation and fosters critical thinking, as students come prepared with foundational knowledge before engaging in deeper discussions.

Social media also plays a vital role in language learning. Platforms such as YouTube, TikTok, and Instagram offer a wide range of English language learning content, from grammar tutorials to pronunciation guides. Twitter and Reddit facilitate language practice by allowing learners to engage in discussions, follow trends, and interact with native speakers. Additionally, online study groups and discussion forums provide spaces where learners can share resources, ask questions, and receive peer feedback, promoting collaborative learning.

However, while modern technology offers numerous advantages, it also presents challenges. The digital divide remains a significant issue, as not all students have equal access to advanced technological tools. Rural areas, in particular, may struggle with internet connectivity and access to smart devices, limiting the effectiveness of digital learning. Moreover, excessive reliance on technology can lead to reduced critical thinking, as students may depend too heavily on AI-powered grammar checkers and translation tools instead of developing their independent language skills.

Challenges and Considerations

Despite the numerous benefits of modern technologies in English language teaching, there are challenges to consider. Digital literacy remains a crucial factor, as not all students and teachers possess the necessary skills to use these tools effectively (Selwyn, 2011, p. 132). Additionally, technological disparities between urban and rural areas may limit access to advanced learning resources. Educators must strike a balance between traditional teaching methods and digital tools to ensure inclusivity and effectiveness in language instruction.

Another concern is the potential distraction caused by digital devices. Without proper guidance, students may misuse technology, leading to reduced focus on learning objectives. Moreover, excessive

reliance on AI tools and translation applications may hinder critical thinking and problem-solving abilities, as students may become overly dependent on automated corrections instead of developing their language intuition.

Conclusion

Modern technologies have transformed English language teaching by making learning more accessible, interactive, and personalized. AI, VR, mobile applications, blended learning, and social media provide innovative ways to improve language acquisition. However, successful integration requires teachers to adapt and guide students in using these tools effectively. As technology continues to evolve, English language education must embrace these advancements while addressing potential challenges to create an inclusive and effective learning environment.

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THE ROLE OF TECHNOLOGY IN EDUCATION

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Abstract:

In the 21st century, technology has become an integral part of all sectors of life, and education is no exception. As the world continues to evolve technologically, the educational landscape is increasingly shaped by digital tools and resources. The role of technology in education is multifaceted, offering opportunities for enhancing learning experiences, increasing access to information, improving student engagement, and supporting the development of critical skills. This article examines the diverse roles that technology plays in modern education, including the benefits and challenges it brings, the impact on both teaching and learning, and the future directions for the integration of technology in educational settings. Through an exploration of various technological tools and strategies, this paper highlights the ways in which technology has transformed traditional teaching methods, and how it can further contribute to the development of effective educational practices.

Key words: Technology, Education, E-learning, Virtual classrooms, Critical thinking, Artificial intelligence(AI), Virtual reality(VR), Augmented reality(AR) Student engagement, Interactive tools.

The integration of technology into education has fundamentally changed the way students learn and educators teach. With advancements in digital tools, the educational environment has shifted from traditional classroom settings to more dynamic, interactive, and personalized learning experiences. Technology allows for enhanced communication, access to vast amounts of information, and the ability to collaborate across geographic boundaries. From e-learning platforms to virtual classrooms, the educational possibilities are vast and constantly evolving. However, the adoption of technology in education also comes with challenges, such as issues of access, equity, and the need for adequate teacher training. Technology has evolved in education over the past several decades. Early educational technology was limited to tools like overhead projectors and educational television, but with the rise of the internet and personal computing in the 1990s, the educational sector began to see more significant technological changes. The introduction of personal computers, followed by laptops, tablets, and smartphones, enabled students to access vast amounts of information at their fingertips. In recent years, the use of cloud-based software, artificial intelligence (AI), virtual reality (VR), and augmented reality (AR) has further transformed the educational experience, offering new ways to engage with peers and teachers. Technology has provided students with access to a wealth of information and resources beyond traditional textbooks. Digital platforms such as Khan Academy, Coursera, and offer online courses and materials, enabling learners to access content that may not be available in their local institutions. Furthermore, interactive simulations, educational apps, and video lectures make complex subjects more accessible, allowing for better understanding.

One of the major advantages of technology is its ability to personalize learning. Learning management systems (LMS) and adaptive learning technologies can adjust the difficulty of content according to individual student progress. This ensures that each student moves at their own pace, allowing for more effective learning.

Interactive tools, such as gamification, virtual classrooms, and multimedia resources, foster greater student engagement. Technology can turn learning into an exciting, interactive experience that motivates students and enhances their critical thinking skills. For example, VR and AR enable students to explore historical events, scientific phenomena, or foreign languages in immersive, hands-on environments. Technology enables students and educators to collaborate on a global scale. Tools like video conferencing and collaborative document editing allow for real-time communication between students from different cultures and geographic locations. This global interconnectedness not only broadens students' perspectives but also prepares them for a digital and globally connected workforce. Digital tools allow for more efficient and timely assessment of student performance. Teachers can use online quizzes, automated grading systems, and

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interactive assignments to provide instant feedback to students. This fosters a more responsive learning environment where adjustments can be made quickly based on student progress.

1. Digital Divide: Despite the many benefits, one of the main challenges of integrating technology into education is the digital divide. Not all students have access to the necessary devices or a reliable internet connection, particularly in developing regions or lower-income areas. This creates disparities in learning opportunities and can hinder academic progress for some students.

Teacher Training

While technology can greatly enhance the learning experience, teachers must be adequately trained to use these tools effectively. Without proper professional development, educators may struggle to integrate technology into their classrooms, limiting its potential benefits.

Over-reliance on Technology: Another concern is the over-reliance on technology. While it can enhance education, it should not replace traditional teaching methods or face-to-face interactions. A balance must be maintained to ensure that students still develop essential social, emotional, and critical thinking skills that are fostered in physical classroom environments.

Privacy and Security Issues: As schools and universities adopt digital platforms for learning and communication, concerns over data privacy and security arise. Ensuring the protection of students' personal information and preventing cyber threats is a significant challenge for educational institutions.

The Future of Technology in Education: Looking ahead, the role of technology in education is likely to continue expanding. Innovations such as artificial intelligence, machine learning, and the Internet of Things (IoT) hold the potential to further personalize learning, improve efficiency, and create more engaging experiences. AI, for instance, can be used to create intelligent tutoring systems that offer real-time support to students, while machine learning can help analyse data to provide actionable insights into student performance and learning habits. The use of virtual and augmented reality is also expected to grow, offering new ways for students to explore complex concepts in 3D or interactive environments. Similarly, blockchain technology could provide more secure, transparent systems for credentialing and record-keeping in education.

Conclusion

Technology plays a critical role in shaping modern education by offering new opportunities for learning, enhancing engagement, and making education more accessible and personalized. However, to fully realize the benefits of technology, challenges such as the digital divide, teacher training, and data privacy need to be addressed. With continued innovation and thoughtful implementation, technology has the potential to transform education into a more inclusive, interactive, and effective experience for students and educators alike.

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THE IMPORTANCE OF BODY LANGUAGE AND VOICE DEVELOPING IN CLASSROOMS

E. Xasanova ¹

Abstract:

Effective communication in classrooms goes beyond verbal language; it encompasses body language and voice modulation. These non-verbal cues play a crucial role in engaging students, maintaining classroom discipline, and enhancing learning experiences. Teachers who master body language and voice development can foster a positive learning environment, create stronger teacher-student relationships, and improve comprehension. This article explores the significance of body language and voice modulation in classrooms, their psychological and pedagogical impacts, and strategies for their development.

Key words: Body Language, Voice Modulation, Classroom Management, Non-Verbal Communication, Student Engagement, Pedagogical Strategies, Effective Teaching methods.

Education is fundamentally about communication. While verbal communication is crucial, non-verbal aspects such as body language and voice modulation significantly influence teaching effectiveness. A teacher's gestures, facial expressions, posture, tone, and pitch of voice shape the learning environment, influencing student engagement, motivation, and retention (Mehrabian, 1972, p. 45). This article examines the importance of body language and voice development in classrooms, providing insights into their pedagogical impact and offering strategies for teachers to enhance these skills.

The Role of Body Language in Classrooms

1. Enhancing Student Engagement

Body language, including gestures, facial expressions, and eye contact, plays a critical role in maintaining student interest and engagement (Argyle, 1988, p. 102). Teachers who use expressive hand movements and maintain eye contact with students create a dynamic learning environment that fosters attentiveness.

2. Establishing Authority and Classroom Control

Posture, stance, and physical positioning help teachers assert authority without resorting to verbal commands. A confident, upright posture with open body gestures signals authority and control while maintaining approachability (Givens, 2005, p. 67).

3. Building Emotional Connections

Non-verbal cues like nodding, smiling, and mirroring student expressions create a sense of connection and rapport (Ekman, 1999, p. 144). Teachers who exhibit warm and positive body language foster a supportive learning atmosphere where students feel comfortable participating.

4. Facilitating Comprehension

Gestures and visual cues reinforce spoken content, helping students understand complex concepts. Research shows that students retain information better when teachers use illustrative gestures (Goldin-Meadow, 2003, p. 189).

5. Reducing Student Anxiety

An open, relaxed body posture and reassuring gestures help students feel at ease, reducing anxiety and encouraging active participation (McNeill, 2000, p. 78). This is particularly beneficial for students who struggle with public speaking or engagement in discussions.

The Role of Voice Development in Classrooms

1. Enhancing Clarity and Comprehension

The ability to modulate voice pitch, tone, and volume is essential for effective teaching. A monotonous voice can lead to disinterest, whereas dynamic intonation captures student attention (Rodger, 2016, p. 52).

2. Managing Classroom Behavior

Voice modulation is a powerful tool for maintaining discipline. A firm but calm tone can command attention and convey authority, while a softer tone can create a relaxed environment (Murphy, 2014, p. 23).

3. Expressing Enthusiasm and Motivation

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A lively and expressive voice conveys enthusiasm, motivating students and making lessons more engaging (Richards, 2009, p. 134). Studies suggest that teachers with energetic and varied vocal delivery inspire students to be more attentive and participatory.

4. Creating an Inclusive Learning Environment

A well-developed voice helps cater to diverse learning needs. For example, varying speech pace and volume benefits students with different auditory processing capabilities (Underhill, 2011, p. 95).

Strategies for Improving Body Language and Voice in Teaching

1. Practicing Active and Open Posture

Teachers should avoid crossing arms or turning away from students, which may signal disinterest or unapproachability. Instead, maintaining an open posture fosters a welcoming learning environment (Pease, 2004, p. 78).

2. Incorporating Gestures to Reinforce Learning

Using deliberate gestures to illustrate concepts enhances student comprehension and engagement. Teachers should be mindful of their hand movements to avoid distracting or confusing gestures (Allen, 1999, p. 42).

3. Developing Vocal Techniques

Teachers should practice adjusting their pitch, tone, and volume to convey different emotions and maintain student interest. Techniques such as diaphragmatic breathing help in achieving a more resonant and commanding voice (Ciccone, 2010, p. 85).

4. Using Pauses Effectively

Strategic pauses emphasize key points and allow students time to process information. Pauses also help reduce filler words, making speech more precise and impactful (Lucas, 2012, p. 76).

5. Recording and Self-Evaluating Teaching Performance

Teachers can record their lessons to analyze and improve their body language and vocal delivery. Self-assessment helps identify areas of improvement (Baker, 2006, p. 103).

6. Attending Workshops and Training

Professional development workshops on non-verbal communication and vocal training provide valuable techniques to refine teaching methods (Hattie, 2015, p. 157).

7. Encouraging Student Feedback

Students can offer insights into what teaching styles are most effective. Anonymous surveys or open discussions help teachers adapt their body language and vocal techniques to student needs (Brookhart, 2017, p. 90).

In a classroom, communication is more than just words. Teachers use body language and voice to make lessons interesting and effective. Good body language includes eye contact, gestures, and facial expressions, which help students stay focused and understand the lesson better. A confident and open posture makes a teacher appear more approachable and engaging.

Similarly, voice plays a key role in teaching. A teacher who speaks in a lively and varied tone keeps students interested, while a monotonous voice can make them bored. Speaking clearly and adjusting volume helps manage the classroom and create a positive learning environment.

By improving body language and voice modulation, teachers can build better connections with students, improve understanding, and create a more interactive and enjoyable learning experience.

Conclusion

In classrooms, effective communication extends beyond words. Body language and voice modulation significantly impact student engagement, comprehension, and classroom management. Teachers who develop these skills create dynamic, inclusive, and motivating learning environments. Implementing the strategies discussed can enhance the overall teaching experience, leading to improved student outcomes and a more interactive classroom atmosphere.

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SUGGESTOPEDIA: AN EFFECTIVE METHOD OF TEACHING A FOREIGN LANGUAGE

*N. Khudoinazarova*¹

Abstract:

This article explores Suggestopedia as an effective method of teaching a foreign language. Developed by the Bulgarian educator Georgi Lozanov, Suggestopedia is based on the principles of relaxation, positive suggestion, and the integration of music and art to enhance language acquisition. This method aims to create a stress-free learning environment, enabling students to absorb language effortlessly. The article discusses the theoretical foundations of Suggestopedia, its application in language classrooms, and its advantages and challenges. It also examines its effectiveness compared to traditional teaching methods and its relevance in modern language education.

Key words: Suggestopedia, language learning, relaxation, subconscious learning, foreign language teaching, Lozanov method.

Introduction.

Language acquisition is a complex process that requires both conscious effort and subconscious assimilation. Traditional methods often focus on memorization and repetitive drills, which can create anxiety and hinder learning. In contrast, Suggestopedia promotes a relaxed and enjoyable learning atmosphere where students absorb the target language naturally. Developed by Georgi Lozanov in the 1970s, this method incorporates elements such as music, art, drama, and positive suggestion to enhance language retention and fluency. This article aims to explore the core principles of Suggestopedia, its practical applications, and its advantages in language teaching.

Theoretical Foundations of Suggestopedia.

The Suggestopedic method is rooted in psycholinguistics and the concept of the brain's ability to process information beyond conscious awareness. Lozanov believed that the human brain is capable of absorbing vast amounts of information when presented in a relaxed and receptive state. He proposed that traditional educational settings, with their rigid structures and stress-inducing practices, create psychological barriers that inhibit learning. By removing these barriers and using positive suggestion, students can learn languages faster and with greater ease.

A key component of Suggestopedia is the use of music, particularly baroque and classical compositions, which help induce a relaxed state and enhance memory retention. Additionally, elements of drama, role-playing, and storytelling are integrated into lessons to make the learning process more engaging and meaningful.

Application of Suggestopedia in language classrooms.

The Suggestopedic approach follows a structured yet flexible format, typically consisting of four stages:

1. Introduction – The teacher introduces new vocabulary and grammar structures in a natural and engaging way, often through storytelling or role-playing.
2. Concert Session – This phase involves listening to texts read by the teacher with classical or baroque music playing in the background. The combination of rhythm, melody, and speech helps students internalize new language structures effortlessly.
3. Activation – Students participate in creative and interactive activities, such as dramatizations, dialogues, and role-playing exercises, to reinforce their learning.
4. Production – Learners are encouraged to use the language spontaneously, developing their speaking and comprehension skills in a relaxed, non-judgmental environment.

Advantages of Suggestopedia.

One of the main advantages of Suggestopedia is that it reduces language learning anxiety and increases student motivation. By creating a stress-free environment, learners feel more confident and willing to experiment with the language. Additionally, the multisensory approach, incorporating music, art, and movement, caters to different learning styles, making lessons more effective for a wide range of students.

Research has shown that students taught through Suggestopedia often retain information better than those taught using traditional methods. The relaxed state induced by music and positive reinforcement allows

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for deeper cognitive processing and long-term memory storage. Furthermore, Suggestopedia encourages creativity and self-expression, which are essential components of effective language learning.

Challenges and limitations.

Despite its numerous benefits, Suggestopedia is not without its challenges. One of the main criticisms is that it requires specially trained teachers who are skilled in using music, drama, and suggestion techniques effectively. Additionally, not all students respond equally well to the method; some may find the relaxed atmosphere too unstructured or prefer a more analytical approach to language learning.

Another challenge is the need for extensive preparation on the teacher's part. Designing engaging, theatrical, and music-enhanced lessons requires time and effort, which may not always be feasible in traditional educational settings. Furthermore, some educators argue that while Suggestopedia is effective for vocabulary acquisition and listening comprehension, it may not provide sufficient emphasis on writing and grammatical accuracy.

Relevance in modern language education.

In today's language classrooms, Suggestopedia remains relevant as educators seek innovative ways to enhance learning outcomes. Elements of Suggestopedia, such as the use of music, storytelling, and role-playing, have been widely incorporated into communicative language teaching and task-based learning approaches. Additionally, the method aligns with contemporary understandings of the brain's role in language learning, particularly the importance of emotional engagement and positive reinforcement.

Conclusion.

Suggestopedia offers a unique and effective approach to foreign language teaching by emphasizing relaxation, subconscious learning, and creative engagement. While it may not be a one-size-fits-all solution, its principles can be adapted to complement other language teaching methodologies. By creating a positive and immersive learning environment, Suggestopedia continues to be a valuable tool in the field of language education, fostering not only linguistic competence but also a love for learning among students.

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EFFECTIVE STRATEGIES FOR TEACHING ENGLISH GRAMMAR IN SCHOOLS

U. Xushboqova ¹*Abstract:*

For language learners to become skilled communicators, they require effective grammar instruction. This article explores different strategies for teaching grammar successfully in school. It highlights the importance of embedding grammar lessons in meaningful contexts, promoting student engagement through interactive methods, and delivering clear instruction with sufficient practice and feedback. The discussion is grounded in pedagogical theories and research-based evidence.

Key words: Teaching grammar methods, interactive learning, modern technologies, communicative approach.

Introduction

Grammar is one of the fundamental components of language learning, playing a crucial role in developing students' communicative competence. In school education, mastering grammar effectively is essential for acquiring English language skills, as it helps students improve their speaking, writing, listening, and reading abilities. However, learning tense and aspect forms of verbs is one of the biggest challenges for students. They often struggle to use grammar correctly because they memorize rules but do not apply them in practice. This leads to frequent mistakes in both written and spoken communication.

Effective grammar teaching methods in schools help students understand the essence of grammatical rules and retain them more efficiently. Visual aids, structured exercises, interactive activities, and contextual learning approaches facilitate the comprehension and acquisition of complex grammar rules, particularly verb tenses. Additionally, task-based learning, communicative approaches, and technology-assisted instruction make grammar learning more engaging and accessible.

This study aims to explore effective methodological approaches to overcoming difficulties in learning and applying English verb tense and aspect forms. Furthermore, it seeks to identify the most efficient teaching techniques to enhance the process of teaching English grammar in schools and boost students' confidence in language acquisition. By analyzing modern teaching methods, this research contributes to improving the learning process of English grammar in school education.

Interactive Learning

Interactive learning is an educational methodology that fosters active student engagement in the learning process. Unlike traditional pedagogical approaches, where learners passively absorb information, interactive learning immerses them in dynamic activities that cultivate critical thinking and creativity. This method is particularly advantageous in language acquisition, as it transcends rote memorization of grammatical structures, reinforcing comprehension through experiential learning. By integrating interactive techniques, students internalize grammar organically and apply it seamlessly in real-world contexts.

Interactive learning empowers students to develop autonomy in their thinking and approach problem-solving with ingenuity. Rather than mechanically memorizing grammatical rules, they assimilate linguistic structures through immersive and contextually relevant exercises.

Innovative Interactive Strategies in Language Pedagogy

Role-Playing Simulations

This strategy enables learners to enact real-life scenarios, allowing them to operationalize grammatical structures in authentic communicative contexts. For instance, students can simulate booking a hotel, ordering cuisine at a fine-dining establishment, or navigating a professional job interview. These exercises refine their linguistic fluency and bolster their interpersonal communication skills.

Collaborative Brainstorming Sessions

The instructor poses thought-provoking questions on pertinent topics, prompting students to collectively generate grammatically precise responses. For example, in discussions surrounding environmental sustainability, students may refine their use of conditional clauses: "If global plastic consumption diminishes, marine ecosystems will thrive."

By integrating interactive methodologies—such as role-playing, brainstorming, debates, and technological immersion—language instruction becomes both engaging and efficacious. These strategies not

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only enrich students' grammatical proficiency but also cultivate linguistic dexterity, ensuring seamless application in real-world discourse. Consequently, interactive learning emerges as a transformative paradigm, equipping learners with the cognitive and communicative competencies essential for academic and professional success.

Modern technologies

Modern technologies, such as interactive presentations, video lessons, and online platforms, have revolutionized English grammar instruction by offering multimodal learning experiences. Research indicates that engaging multiple sensory channels enhances cognitive processing and knowledge retention. For instance, platforms like Quizlet and Kahoot! facilitate active recall through interactive quizzes, reinforcing complex grammar structures such as the Past Perfect and subjunctive mood. Similarly, animated educational videos provide dynamic visualizations of intricate grammatical rules, making abstract concepts more accessible. Furthermore, advanced tools like Grammar and AI-powered writing assistants offer real-time syntactic analysis, helping learners refine their grammatical accuracy. Given its profound influence on all facets of language acquisition—listening, speaking, reading, and writing—technology-driven grammar instruction fosters linguistic competence and metacognitive awareness, ultimately enhancing students' overall proficiency.

Communicative Approach

The evolution of English language instruction has shifted from rote memorization to interactive, meaning-focused methodologies, with Communicative Approach emerging as a cornerstone of modern foreign language pedagogy. This approach prioritizes experiential learning, where students actively engage in real-life communicative scenarios rather than passively absorbing theoretical rules. Grammatical competence, a fundamental aspect of communicative proficiency, extends beyond mere rule memorization to the practical application of structures in fluent speech. Techniques such as collaborative dialogues, role-playing, problem-solving tasks, and group discussions create immersive language experiences, reinforcing grammar comprehension through authentic interaction. For instance, in Question-Answer Discussions, learners apply targeted grammatical structures while exchanging ideas in pairs or small groups, such as narrating personal experiences using the Present Perfect tense. Similarly, in a School Interview activity, one student assumes the role of a journalist, while another responds with structured grammatical accuracy, enhancing both fluency and precision. By integrating active communication with grammatical awareness, CLT fosters a more engaging and effective language-learning experience.

To teach English grammar effectively, it is essential to use communicative approaches, interactive learning, and modern technologies. These methods not only help students grasp grammatical concepts more deeply but also enable them to apply their language skills in real-life situations.

While understanding modern teaching methods is important, bridging the gap between theory and practice requires continuous professional development, a creative approach to adapting learning materials, and a deeper analysis of the factors influencing teaching methods.

In conclusion, grammar instruction should not be limited to theoretical knowledge but should be reinforced through real-life communication and interactive activities. This approach greatly enhances students' ability to speak and use English fluently and effectively.

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PEDAGOGICAL TECHNOLOGIES FOR USING INNOVATIVE APPROACHES IN TEACHING FOREIGN LANGUAGES

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Abstract:

This article discusses pedagogical technologies based on innovative approaches necessary for teaching a foreign language. The use of modern technologies, interactive methods, and new methodological literature and instructions in teaching a foreign language in educational institution is of great importance. It will be introduced to how the effective use of these new innovative approaches can help expand the teacher's knowledge and ability to teach and engage students in foreign languages.

Key words: Innovation, education, foreign language, English, innovative technologies, learning, Internet, methods, teaching.

Nowadays, the main attention is focused on the students, their personality and their unique inner world. Therefore, the selection of the main methods and tasks of a modern teacher, the optimal level of the students' learning activity is being set for the purpose of personal development. In today's rapidly developing era, science and technology are also growing rapidly. Progress is taking place in every field. In particular, great changes and significant achievements are being science. Delevering each subject to students using new innovative pedagogical technologies is one of the main requirements of today's education. The need to learn foreign languages is increasing not only around the world but also in Uzbekistan. It is the duty of teachers to provide effective pedagogical skills.

Especially after the adoption of the Resolution of the Republic of Uzbekistan Islam Abduganievich Karimov No.1875 dated December 13, 2012 the attention paid to the teaching and learning of foreign languages has increased. A new stage, a new era in study of foreign languages has begun in our country. The main goal of teching foreign languages is to preserve and develop the communicative culture of schoolchildren, to teach them to practically master a foreign language[3].

In general, pedagogy is rapidly developing concepts such as innovative activity, innovative pedagogy, management of innovative processes in education, learning foreign languagae, teaching in a foreign language have appeared. The teaching of foreign languages, especially English, in educational institutions is connected with the creation of innovative educational theory. This is the reason for forming an attitude to the child in the process of education, in order to achieve certain successes in the educational efficeincy, to ensure the socialization of the individual, to reform the educational system by introducing pedagogical technologies into the educational system[2].

Currently, the demand for English as a foreign language is increasing in every field. High-quality educational programs are provided by qualified teachers to improve English language skills from basic grammar to advanced levels. Skills for effective use and implementation are being developed. Various internet resources are of great help in developing reading, writing, listening, and speaking skills in English, and of course, there are many students who achieved excellent results using electronic learning programs and textbooks during classes.

In learning a foreign language, a step-by-step approach based on the student's level productivity and gives good results. For each stage, a special active program is developed by the teacher. Active methods of teaching help to motivate students to think actively and engage in practical activities during the learning process of physical education, and help them master the material. For each stage of the lesson, it is necessary to consider active methods that are effective for not only teachers, but also for students[1].

Here are some of the most effective innovative pedagogical technologies are:
 communicative approach- teaching the language as a means of communication;
 interactive methods- discussion, role-playing, and group activities;
 gamification (game-based learning)- increasing student engagement and motivation;
 mobile applications and online platforms- Duolingo, Memorise, Quizlet, Moodle Google Classroom, etc;

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artificial intelligence and virtual reality- chatbots, VR/AR technologies in language learning.

As we noted above, using these technological approaches in the teaching process helps to achieve high results. If a teacher organizes and plans each day's lesson based on such methods, students' interest in the language will increase.

The role of modern technology is remarkable in language learning and teaching. The use of technological means helps to learn every aspect of learning a foreign language (reading, listening, writing and speaking). For example, it is impossible to perform this process without a computer, player or CD. To improve listening, you should watch various videos and movies. To improve speaking skills, it is very useful to organize online chats and debates, in addition, to improve writing skills, it is more effective to read various articles and ready-made essay samples from the Internet and analyze them as a group. Also, for reading skills, it is one of the best approaches to analyze each question and read more books.

The use of the innovative approaches in education helps improve students' efficiency, enhance their comprehension levels, and make learning more engaging and interactive. In particular, modern technologies and new pedagogical methods play a crucial role in teaching foreign language.

Innovative approaches and their effectiveness:

1. Blended learning- combines traditional classroom lessons with online education. The advantages of this method include:

students can study the materials independently at convenient time;

teachers can focus more on practical exercises rather than repeating theoretical concepts;

online platforms provide access to additional materials, tests, and video lessons[5].

2. Flipped classroom- in this method, students study the main learning materials independently before class, while the lesson itself is dedicated to practical exercises, discussion, and interactive tasks:

students actively participate in discussions and problem-solving activities, improving their critical thinking skills;

it allows for more personalized teacher support since class time is used for interactive engagement rather than passive lectures[6].

3. Adaptive learning- leverages artificial intelligence to personalize the learning experience based on each student's progress and notes;

it helps students focus on their weak areas by adjusting content difficulty dynamically;

AI-driven platforms provide instant feedback, enhancing the learning process;

this approach is especially useful in language learning, where students can receive customized grammar and vocabulary exercises[4].

As a result of numerous studies, the demand for the above innovative approaches is increasing day by day.

In conclusion, nowadays, teaching foreign languages, especially English, using innovative methods of teaching in educational system and educational institutions is gaining importance. In a word, innovation means a new approach to solving a problem in a specific field of activity. Teaching each grammatical topic or different sentence structures based on new pedagogical technologies, while moving away from old approaches, will also create ease for the future generation. In general, innovative approaches in teaching foreign languages serve to make the educational process more effective, interactive and productive. In the future, it will be important for the education system to support these technologies more widely.

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IMPROVING ENGLISH READING SKILLS: FROM BASIC TEXTS TO ACADEMIC LITERATURE

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This article examines effective methods for developing English reading skills, from basic texts to academic literature. It analyzes strategies aimed at improving comprehension, critical analysis, and vocabulary expansion. Special attention is paid to the transition to academic reading, as well as the benefits of consistent practice and personalized learning.

Key words: reading skills, English language, academic literature, language learning, teaching methods, text comprehension.

Introduction.

Developing strong reading skills in English is crucial for academic and professional success. However, many learners struggle with the transition from basic texts to the demanding nature of academic literature. This article addresses strategies that can be used to improve reading proficiency by creating a structured path that builds confidence and competence. Drawing on modern educational research and practical examples, the study examines how scaffolding, strategic reading, and vocabulary development can enhance students' ability to comprehend and analyze complex texts.

Scaffolding Reading Skills:

The journey from basic texts to academic literature requires a gradual and structured approach. Scaffolding involves breaking down complex reading tasks into manageable steps, providing support at each stage. Teachers can begin with simplified texts that focus on core vocabulary and basic sentence structures, gradually introducing more complex grammatical forms and specialized vocabulary. For example, starting with graded readers or simplified news articles can build foundational skills before moving to academic journals or research papers.

Using pre-reading activities such as brainstorming, vocabulary previews, and background knowledge activation can prepare learners for the content of the text. During reading, teachers can guide students with comprehension questions, highlighting key points, and summarizing sections. Post-reading activities like discussions, summaries, and critical analyses help reinforce understanding and develop analytical skills.

Strategic Reading Techniques:

Effective reading involves more than just decoding words. Strategic reading techniques help learners engage actively with texts and improve comprehension. Skimming, scanning, and close reading are essential skills for navigating different types of texts. Skimming helps learners get a general overview of the text, while scanning allows them to locate specific information quickly. Close reading involves a detailed analysis of the text, focusing on language, structure, and meaning.

Teaching students to identify the main idea, supporting details, and author's purpose can enhance their comprehension. Highlighting, note-taking, and summarizing are valuable tools for active reading. Encouraging learners to ask questions, make predictions, and connect the text to their own experiences fosters deeper engagement and critical thinking.

Vocabulary Building and Contextual Clues:

Vocabulary acquisition is crucial for reading comprehension. Teachers can introduce new vocabulary through pre-reading activities, contextual clues, and explicit instruction. Using word lists, flashcards, and vocabulary journals can help learners memorize and retain new words. Encouraging learners to use dictionaries and thesauruses enhances their understanding of word meanings and usage.

Contextual clues are essential for understanding unfamiliar words. Teachers can teach learners to use surrounding words, phrases, and sentences to infer the meaning of new vocabulary. Analyzing prefixes, suffixes, and root words can also help learners decode complex words.

Integrating Authentic Materials:

Authentic materials, such as academic journals, research papers, and scholarly articles, expose learners to the language and style of academic writing. Teachers can start by selecting excerpts from authentic

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texts and gradually increase the complexity. Using authentic materials in conjunction with scaffolding and strategic reading techniques can prepare learners for the challenges of academic reading.

Introducing learners to different academic genres, such as essays, reports, and reviews, can broaden their understanding of academic writing conventions. Analyzing the structure, language, and style of these genres helps learners develop the skills needed to comprehend and produce academic texts.

Challenges and Potential Barriers:

Transitioning to academic reading presents several challenges. Academic texts often use complex vocabulary, dense sentence structures, and abstract concepts. Learners may struggle with the specialized language and cultural references found in academic literature. Teachers must provide adequate support and guidance to help learners overcome these challenges.

Time constraints, large class sizes, and diverse learning needs can also hinder the development of reading skills. Teachers must be flexible and adaptable, using a variety of teaching methods and resources to meet the needs of all learners.

Conclusion:

Improving English reading skills from basic texts to academic literature is a progressive journey that requires structured guidance and consistent practice. By implementing scaffolding, strategic reading techniques, vocabulary building, and the integration of authentic materials, teachers can empower learners to navigate complex texts with confidence. Personalized learning approaches and continuous support can help learners develop a lifelong love of reading and enhance their academic and professional success.

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USING THE “ACTION RESEARCH” METHOD IN TEACHING ENGLISH LANGUAGE

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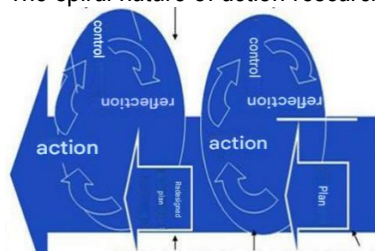
Abstract:

This article explores the application of Action Research methodology in teaching English as a foreign language. It presents Action Research as a systematic, reflective, and collaborative process designed to improve teaching practices and meet the diverse needs of mixed-ability learners. Drawing on the foundational works of Kurt Lewin, the article emphasizes the cyclical nature of action research—planning, acting, and evaluating—and its relevance in real educational settings. It also discusses practical differentiation strategies for mixed-ability classrooms, offering tools to engage students with varying language proficiency, learning styles, and intelligences. Through instructional scaffolding, individualized support, and learner-centered tasks such as graphic organizers, cooperative learning, and open-ended assignments, the article demonstrates how Action Research enables teachers to adapt content, process, and outcomes to ensure student engagement and progress. The work concludes by highlighting the potential of action research to bridge theory and practice, empower educators as change agents, and create inclusive, motivating learning environments.

Key words: Action Research; Kurt Lewin; English language teaching; mixed-ability classroom; differentiation; learner engagement; reflective teaching; educational innovation; cooperative learning; classroom strategies.

"Action research" The introduction of the scientific application of the category of action research is often associated with the name of Kurt Lewin (1946), and although he was the first to formally publish a work using this category, it can be assumed that he introduced it earlier in Germany, in a work published in Vienna in 1913 (Altrichter H. & Gstettner P., 1992). In fact, Buckingham's 1926 book "Research for Teachers" uses a familiar research process. In addition, Rogers' (2002) description of John Dewey's (1930) notion of reflection also confirms the similarity of their views. It can be assumed that the ancient Greek empiricists had previously used the research cycle in practice. However, Lewin was the first to describe this research as a spiral process that developed in stages, including the steps of planning, acting and evaluating the results of this activity (Kemmis & McTaggart, 1990:8). Lewin argued that in order to adequately capture and transform social practice, sociologists must involve practitioners working in real, authentic situations at all stages of their research (MacKernan 1991:10). Figure 1 below illustrates the spiral nature of action research in the context of school practice.

The spiral nature of action research



The pursuit of my research interests is undermined by the need to implement corrective measures to align the specific expectations of the students in the classroom with their own.

Figure 1. An example of a teacher researcher using the Kurt Lewin cycle in practice.

Pedagogical activity as praxis

Action Research is a systematic research process that allows people to find effective solutions to real-world problems they encounter in their daily lives [1, 121]. It has a long history spanning more than 50 years on several continents [2, 256]. Historically, the term “action research” has long been associated with the work of the German social psychologist Kurt Lewin, who developed the idea of action research. He first discovered that experimental methods were inadequate and unsatisfactory in many cases. He then sought to find a method based on the experiences of real people, and since then, scientific research has entered the world of researchers.

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According to Kurt Lewin, Action Research is the comparative study of the conditions and consequences of various forms of social action and the research that leads to social action. This type of research uses a "spiral step", each of which consists of a cycle of planning, acting, and facts about the outcome of the action [3, 43] .

A brief definition of Action Research was given by Thomas Gilmore: "Action research... is designed to help people solve practical problems in immediate problem situations, and at the same time to contribute to the achievement of social science goals. Thus, there is a dual commitment in the research activity to study the system and at the same time to cooperate with the members of the system when changes are deemed necessary. To achieve these dual goals, the researcher and the client need to actively collaborate, and this highlights the importance of collaborative learning as a key aspect of the research process" [4, 160] .

O'Brien states that "action research is a natural way of doing and researching at the same time" [5, 153] . To clarify the situation, B. Dick states that action research is the true embodiment of its name, since it is designed to achieve both action and research at the same time [6, 37] . This is particularly important for educational situations where teachers want to act in the form of changes or improvements in their knowledge, while at the same time developing an understanding that informs these changes and is additional to what is already known.

The role of research in education was clearly recognized when Hutchinson and Lomax stated that action research is "research that is concerned with broader issues of curriculum and often with the management and control of school and institutional change" [7, 85].

Carr and Kemmis focus on the goals of action research, as they define it as "a form of self-reflective inquiry conducted by participants in social situations with the aim of increasing the rationality and fairness of their own experiences and understanding the contexts in which these experiences are carried out" [8, 203].

Action research has limitations as it is descriptive and lacks experimental methods. In mixed-ability classes, varying proficiency and learning styles create challenges. Differentiated instruction adapts to all students, and grouping students of different levels fosters collaboration. In these settings, both high- and low-ability students contribute, enhancing skills through shared efforts. Pairs or groups can be formed in different ways:

- comparing questions and answers;
- pictures and topics;
- vocabulary categories currently being taught.

Ability grouping is a way to differentiate activities by assigning different tasks to strong and weak students. Strong students tackle complex tasks, while weaker students receive simpler tasks or additional support from the teacher. The teacher asks questions based on each group's linguistic level. Grouping students by learning style is another effective method, making task grouping a valuable tool in mixed-ability classrooms.

Ways to help weak students:

- give clear instructions;
- making sure they understand the task;
- otherwise ask strong students to explain in their native language;
- giving yourself time to think and take notes;
- reduce the number of words in the productive service;
- Provide examples as models before writing assignments;
- preliminary study of vocabulary using visual aids;
- provide a variety of linguistic and visual stimuli;
- allow the use of dictionaries in reading comprehension tasks;
- voice over the script on a tape recorder while performing the listening comprehension task;
- correct your mistakes so as not to disappoint you.

Teachers should observe and communicate with students to address their needs and ensure effective learning. Involving students in setting goals makes them more engaging. Personalizing tasks allows students to express their ideas and interests, boosting comfort and confidence. Interest-based learning helps students explore topics deeply, fostering a positive, diverse classroom environment. Understanding individual student characteristics allows teachers to adapt materials, making them more relevant and engaging for everyone.

A mixed-ability classroom should provide appropriate tasks to help all students progress in their context. The teacher will usually need to assess and adapt the materials that provide activities to suit the different needs of the students. The purpose of doing this during some parts of the lesson is to complete the task. Tasks for different levels can be given at the beginning of the lesson, in group lessons or during individual assessments. Adapting tasks to two or three different levels of linguistic complexity allows the student to

choose a more or less complex option that they can work on to their maximum potential. Here are some ideas for how to differentiate tasks: (strong students - weak students)

- Fill in the blanks - multiple choice
- Writing a letter - filling in the missing words in the letter
- Descriptive images - images that accompany a list of words
- Guess the word according to its transcription - match a word to its transcription
- Confidential letter-Information letter
- Impromptu speech - prepared speech
- Writing words - filling in the missing letters
- Thesis letter - modeled letter
- Sentence transformation – word order, etc. [19, 43].

To address mixed abilities, teaching should engage all senses, learning styles, and intelligences (linguistic, logical, visual, etc.). Teachers can use tools like cognitive style tests to select suitable methods. A multisensory approach, involving tasks that engage multiple intelligences (e.g., research, classifying, discussions, and presentations), is essential. Visual aids support all learners. Open-ended tasks, unlike traditional exercises, offer multiple answers, allowing students to work at their own level and demonstrate their abilities. ESL teachers can choose from a wide range of open-ended lessons:

- write a letter
- the end of history
- reaction to the picture
- guessing by name
- final sentences with a certain grammatical basis
- brain attack etc. b.

Games, talk shows, quizzes, competitions, and debates help maintain student interest by encouraging language use in a fun, low-pressure environment. These activities focus on message and fluency, reducing the fear of failure. Tests based on general knowledge rather than linguistic expertise encourage participation in mixed-ability classes. Simple vocabulary and structures in questions promote fluency while motivating students and enhancing their skills.

Encouraging students to reflect on their abilities through self-assessment tools like portfolios, "I know" sheets, and diaries is effective for mixed ability groups. By keeping a record of their activities, including extracurriculars and self-study, students can track their progress and identify areas for improvement. Portfolios highlight successes, boosting motivation and confidence, while helping students address weaknesses. This tool supports long-term growth, enhances time management, and helps students develop strategies to become more competent learners.

The following tasks can be used in action research because they bring together students with different levels of English proficiency.

1. One-minute report - individual reflection and collaborative review. (Time: 1 to 5 minutes)

Use: at the end of a lecture or to check understanding. (Cooperative learning).

Method: Ask students to write down for one minute what they think the main point of the lecture is. They also describe areas of uncertainty. Students then discuss their notes with the person next to them. Questions or areas of uncertainty can be posted on the discussion board.

Variations (types):

1. Key points: Students try to list three to five key points covered in the lecture. They then compare their lists with others, working in small groups of no more than five students.
2. Most Confusing Moments: Students write down the moments that confused them the most.
3. Collaborative review: Students work together to summarize a lecture in three to five paragraphs.

Notes: This is a useful strategy to allow students to reflect on the lesson. It is also useful as a method of peer support and guidance. Linking this lesson to a discussion board means that students can ask their own questions during the discussion, led by their peers, who are moderated by the teacher.

1. Time to create graphic organizers: 5 minutes

Application: To allow students to reflect on what they have learned and to fill in gaps in their knowledge. (Cooperative learning.)

Method: At the end of a lecture or topic, give students a graphic organizer that contains the missing information. A graphic organizer can be a flowchart (processes), a branch diagram (hierarchies and categories), a mind map (ideas), or a table (relationships). Students should fill in the graphic forms. Working

with the person next to them, they compare their organizers. After returning to the larger group, the teacher can complete the table with the students or show them the completed table.

Notes: Graphic organizers are a great way to simplify complex topics: students can see categories and subcategories, the flow of a process, or the connections between ideas.

Students can also identify gaps in their knowledge.

2. Multiple choice time: 5 to 10 minutes

Application: checking personal knowledge and filling gaps in knowledge. (Cooperative learning.)

Method: At the beginning of the lecture, present students with multiple-choice questions (no more than five) on the content you are covering and ask students to discuss the answers. Using electronic voting (EV) systems works well here (see Strategy 10 below).

Post multiple-choice questions at the end of the lecture so that students can check their understanding of the lecture content.

Notes : if you use EVS, you can quickly see if there are any problems in the group.

Thus, it is assumed that the content, process, and product of the core curriculum should be modified to meet the diverse academic needs of mixed-ability classrooms. Differentiated instructional strategies that make the classroom a welcoming and stimulating place for English language learners to be motivated, engage all students, and ensure their progress include a variety of group work types, consideration of student intellectual preferences, leveled materials, and choice of presentation formats.

The theoretical analysis conducted showed that it remains relevant at the current stage of social development.

It was determined that the main aspects of action research of students are: the work of teachers (S.D. Yakusheva, O.M. Krasnoryadtseva, I.V. Atamanova), the influence of the family (Judith Meece, T.N. Karapunkina), the personal inclinations and orientations of the student (Y. Korczak, I.Yu. Kulagina, P.M. Jacobson). Many scientists emphasize that it is the family that sets the most important personal guidelines necessary for the formation and development of a person who can establish his own position in life.

An analysis of his own pedagogical experience showed that a student's successful acquisition of a foreign language directly depends on the degree of his enthusiasm for this activity.

Action research is a qualitative research methodology. In research, a researcher can be a teacher, a practitioner who wants to change their practice or environment, or a researcher. Action researchers often become part of the research process as participants, interacting with others. It consists of cycles such as identifying a problem, searching for a solution, reflecting on the information obtained, and applying new solutions.

In this process, the researcher uses an action plan to guide the implementation of new practices. The results of the research are shared with others, such as colleagues, school leaders, and community members. Through these actions, the researcher can build a foundation of knowledge that is useful to society and provide an opportunity to review and change established norms in practice and the environment.

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THE IMPACT OF MULTIMEDIA RESOURCES ON STUDENTS' MOTIVATION IN LANGUAGE LEARNING

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Abstract:

The final qualification paper aims to explore the significant role of multimedia resources in enhancing learners' motivation in the English learning process. It also investigates the potential benefits and challenges of using multimedia resources in an English classroom. Given that the distribution speed of various media correlates with globally recognized languages, particularly English, it is essential to analyze their effectiveness in language education. Additionally, this study will examine the impact of multimedia applications, the Internet. It will also investigate how multimedia tools contribute to both teaching and learning English. Finally, the research will highlight the attitudes of English teachers and students towards integrating multimedia into English language instruction.

Key words: Multimedia Resources, Student Motivation, Language Learning, Engagement Strategie.

The computer has become a crucial tool in second language learning, enabling both independent and collaborative learning environments. The integration of technology into language skills, such as listening, speaking, reading, and writing, makes the teaching and learning process more engaging for students. It not only facilitates learning but also helps increase students' motivation by allowing them to learn at their own pace. This diploma project investigates the role of multimedia resources in enhancing learners' motivation in the English learning process.

Motivation plays a significant role in students' behavior and their drive to achieve specific goals. Intrinsically motivated students are those who actively seek information, strive to understand, and aim for mastery. On the other hand, extrinsically motivated students perform tasks to earn rewards like good grades or teacher approval or to avoid punishments. Language courseware can enhance students' motivation by offering more opportunities for interaction with authentic contexts.

The use of various media, such as audio, video, authentic contexts, and real-world experiences, helps language learners with different learning styles to process content according to their individual needs. Multimedia offers diverse learning tools that allow students to practice various language skills, meeting their specific needs and interests. This creates a more interactive, dynamic, enjoyable, and engaging learning environment.

Multimedia can be defined as the combination of various media elements such as audio, video, graphics, text, and animation into a cohesive and interactive process. This integration offers more benefits to the user than any individual media element can provide on its own. The definition of multimedia varies depending on the perspective, but typical definitions include the following:

1. Multimedia is "the use of multiple forms of media in a presentation"
2. Multimedia is "the combined use of several media, such as movies, slides, music, and lighting, especially for educational or entertainment purposes"
3. Multimedia refers to "information in the form of graphics, audio, video, or movies. A multimedia document contains a media element other than plain text"
4. Multimedia comprises "a computer program that includes text along with at least one of the following: audio or sophisticated sound, music, video, photographs, 3-D graphics, animation, or high-resolution graphics"

The common thread among these definitions is the integration of more than one medium into a form of communication. In most cases, this term refers to the blending of media such as text, sound, graphics, animation, video, and spatial modeling within a computer system [1, 207].

In the context of education, multimedia can be considered integrated media, comprising various forms such as text, graphics, animation, and/or audio, used to browse, query, select, link to, and utilize information to meet students'. According to Smith and Woody multimedia is "the use of both visual aids and verbal descriptions to illustrate concepts."

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The use of multimedia in English language teaching can be traced back to several key stages in its evolution. The first stage emerged in the 1950s, when a few foreign language institutions began incorporating phonographs, broadcasts, films, and tape recorders into their teaching practices. At the time, these tools were seen as revolutionary innovations that greatly enhanced the language learning experience. In the following decades, during the 1970s and 1980s, advancements in electronic technology led to significant improvements in multimedia tools. This period saw the introduction of language laboratories, electronic taping, slide projectors, and videocassette players, all of which became integral components of foreign language instruction.

By the early 1990s, multimedia technology became more accessible for language instruction, thanks to the rapid development of computer technology and the onset of the digital revolution. This marked a shift towards incorporating more advanced digital tools into language teaching. By the early 2000s, the internet emerged as a powerful platform for delivering computer-aided learning materials, offering a global means of communication and access to information. The internet also enabled learners to engage with educational resources at any time, further enhancing the flexibility of the learning process.

The history of computer-assisted language learning (CALL) has been divided into three distinct stages: behavioristic CALL, communicative CALL, and integrative CALL. Behavioristic CALL, which dominated the 1960s and 1970s, was based on behaviorist theories of learning [4, 68]. It focused on repetitive language drills and the use of programmed systems like PLATO, a well-known tutorial system. The second stage, communicative CALL, emerged in the late 1970s and early 1980s. This approach shifted the focus to communicative teaching methods, encouraging students to engage in more dynamic forms of language production, such as creating original utterances and discovering language through context. Popular tools in this era included word processors and grammar-checking software. The third stage, integrative CALL, incorporated multimedia and the internet to offer a more holistic approach to language learning. Integrative CALL allowed for the integration of multiple technologies, promoting language use in authentic social contexts and providing students with effective tools for learning.

The advent of multimedia and the internet opened up new possibilities for language learners. The internet facilitated real-time communication with native speakers, enabling students to practice language skills in authentic, everyday settings. It also allowed for easy access to learning materials, such as grammar explanations, vocabulary resources, and pronunciation guides, while the main lesson continued in the foreground. This interactive, student-centered approach encouraged more active involvement in language development, as opposed to passive learning methods.

Despite the advantages of multimedia in language teaching, some teachers have been criticized for focusing too much on flashy courseware at the expense of the content and learning objectives. In such cases, classrooms may become more about showcasing the capabilities of technology rather than fostering meaningful learning experiences. While teaching has always involved multimedia elements such as spoken language, drawings, and demonstrations the available technology has evolved to allow for the integration of various media formats to deliver content more effectively [2, 176]. The 1980s saw the introduction of overhead projectors and videotapes, followed by the rise of CD-ROMs and the World Wide Web in the 1990s. In the early 2000s, digital projectors became standard features in classrooms, and textbooks often included CDs or DVDs with supplementary materials.

Research has demonstrated that multimedia can improve student learning and retention compared to traditional lectures or study methods that lack multimedia elements. Studies indicate that computer-based multimedia aids in both comprehension during class sessions and retention of information over time. However, it is crucial for the different media elements to complement each other effectively. When multimedia materials are used appropriately, they can enhance the learning experience by presenting information through both visual and auditory channels. On the other hand, excessive or irrelevant multimedia elements can lead to cognitive overload, hindering learning rather than supporting it.

Moreover, the use of multimedia in teaching has been shown to increase student satisfaction and motivation. Numerous studies have explored the positive attitudes of students towards technology-enhanced courses. For instance, a large study conducted by Shuell and Farber found that students generally held favorable views about the use of technology in their classes, though female students tended to rate it slightly lower than their male counterparts. Multimedia's role in enhancing learning has also been supported by other scholars, who emphasize its ability to create more engaging and effective teaching environments [3, 275].

The integration of multimedia into English language teaching has brought about new roles for both teachers and learners. For instance, multimedia tools can help teachers create a more interactive and engaging classroom environment, while simultaneously encouraging students to take greater responsibility for their own learning. Research has also highlighted the unique advantages of using multimedia to establish a rich and

immersive learning context. By combining different types of media such as text, images, audio, and video teachers can create a more comprehensive learning experience that appeals to various learning styles and strengthens students' understanding of the language.

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ARTIFICIAL INTELLIGENCE AS A TOOL FOR ENHANCING THE EFFECTIVENESS OF ENGLISH LANGUAGE LEARNING

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Abstract:

Artificial Intelligence (AI) is revolutionizing language education, expanding opportunities for English language learners and making the learning process more accessible and engaging. Modern technologies such as machine translation, dialogue systems, virtual reality, and adaptive learning are helping to make English language learning more personalized, interactive, and effective. This article presents a detailed analysis of how AI is transforming traditional teaching approaches and what AI-based tools and services can be integrated into the learning process to develop all key language skills. We explore how AI can adapt learning to the individual needs of each student, increasing efficiency and motivation.

Key words: Artificial Intelligence (AI), language education, English language learning, efficiency, personalization, specific AI tools.

Introduction. Personalization of Learning. Each Student is Unique. One of the most significant advantages of using artificial intelligence (AI) in language education is the ability to create personalized learning programs. By analyzing data on each student's progress, AI systems can adapt learning materials, pace, and task difficulty according to the unique characteristics and needs of each learner.

Accelerating the Learning Process.

Focus on Key Points. AI systems can accurately identify which grammatical structures, lexical units, or phonetic features present the most challenges for a student. This allows students to focus on practicing these areas while avoiding unnecessary repetition of material they have already mastered.

Dynamic Adaptation. The pace of material coverage can be adjusted according to the student's performance. If the student completes tasks quickly and accurately, the system will offer more challenging exercises. If difficulties arise, the pace can be slowed, and the material simplified.

Increasing Motivation.

Relevance of Material: AI systems can select learning materials relevant to each student's interests and goals. For instance, if a student is interested in travel, they will be offered texts and dialogues on this topic.

Sense of Progress: Regular positive feedback and seeing one's progress motivate students to continue learning. AI systems can visualize progress, showing students how they are mastering the language.

Interactivity: Games, puzzles, and other interactive elements embedded in the learning process make studying more enjoyable and help maintain motivation.

Enhancing Skills.

Identifying Gaps: AI systems analyze students' responses to tasks and identify areas where their knowledge is lacking, allowing for timely adjustments to the learning process to address these gaps.

Targeted Exercises: Based on the identified gaps, AI can generate specific exercises aimed at improving particular skills. For example, if a student struggles with verb tenses, the system will suggest a series of exercises focused on reinforcing this grammatical topic.

Adaptive Feedback: AI can provide students with detailed, constructive feedback on their work, explaining errors and suggesting ways to correct them.

By using personalized learning, students can:

- 1) Achieve higher results in language learning through more efficient use of study time.
- 2) Develop a deeper understanding of the language thanks to an individualized approach.
- 3) Increase their motivation for learning and gain more enjoyment from the process.
- 4) Become more confident in their language skills.

Personalized, AI-based learning opens new opportunities for language education, making it more effective and accessible for everyone.

Developing All Language Skills Using AI.

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Artificial intelligence provides unique opportunities for comprehensive language skill development. Let's explore in detail how AI can assist with each skill:

In Reading, AI systems can create texts that match the specific language level of each student, allowing for a gradual increase in material complexity and sustaining interest in learning. Besides traditional texts, AI can generate articles, stories, poems, and even adapted excerpts from literary works. Each text can be accompanied by various tasks, including questions to check for general understanding, exercises for locating specific information, and vocabulary and grammar activities.

In Writing, AI systems can analyze texts written by students and detect grammatical, spelling, and punctuation mistakes. AI can suggest synonyms, help with choosing more precise words and expressions, and offer recommendations for improving text structure. Additionally, AI provides detailed feedback on written works, explaining where mistakes occur and how to fix them.

For Speaking, chatbots and virtual conversational partners allow students to practice spoken language in various contexts, such as discussing everyday topics, engaging in business communication, or participating in role-playing scenarios. AI systems can recognize students' speech and evaluate their pronunciation, intonation, and word choice. The complexity of dialogues and discussion topics can also be adjusted according to each student's language proficiency level.

In Listening, AI can create diverse audio recordings that simulate different accents, speech tempos, and background noises. Audio materials can be accompanied by tasks such as understanding main ideas, filling in gaps, selecting correct answers, and more. AI can provide text transcriptions of audio recordings, helping students better understand spoken content and correlate the sound of words with their written form.

Benefits of Using AI for Language Skill Development include personalized learning that adapts to each student's unique needs, constant availability for studying anytime, anywhere, and a variety of materials and tasks enabled by AI, allowing for the creation of virtually unlimited diverse learning resources. Students also receive immediate feedback, which enables them to correct mistakes on the spot.

Specific AI Tools for Language Learning.

The modern market offers numerous AI-based tools and services that can significantly enhance the language learning process. Some popular examples include:

1) ChatGPT by OpenAI, a language model capable of generating texts in various styles and formats, useful for creating dialogues, generating texts for reading and translation, and helping with essay and composition writing.

2) Gemini by Google, which, in addition to similar functions as ChatGPT, offers broader capabilities such as code generation, math problem-solving, and complex instruction comprehension.

3) YandexGPT 3 and GigaChat, Russian-developed equivalents of GPT-3, which can be used for text creation, translation, and training language models.

AI-based language learning platforms include Duolingo, which personalizes learning plans, creates exercises, and assesses user responses; Babbel, which provides interactive dialogues and personalized exercises; Memrise, which optimizes learning using mnemonic techniques; and Rosetta Stone, focused on language immersion with real-life communication simulations.

Other widely-used tools include Grammarly for writing correction, Google Translate for online translation, and DeepL Translator for accurate text translation.

How to Choose the Right Tool?

Choosing a specific tool depends on your goals and language proficiency level. Consider the following factors when making your choice:

Languages: Which languages do you want to study?

Level: What is your current language proficiency level?

Functionality: What specific features do you need (e.g., conversational practice, text translation, grammar check)?

Cost: Many tools offer free versions with limited functionality or paid subscriptions with extended capabilities.

It's important to remember that AI tools are a great complement to traditional learning methods, but they cannot fully replace live interaction with a teacher and native speakers. For best results, it is recommended to combine the use of AI tools with other learning methods, such as reading books, watching movies, and interacting with native speakers.

Conclusion: Artificial Intelligence has brought transformative changes to language education by offering a variety of ways to adapt the learning process to each student's unique needs, enhancing the efficiency of acquiring language skills. With AI-enabled personalization, real-time feedback, and interactive exercises, learners are more motivated and engaged, making language learning more accessible and enjoyable. Through

the integration of tools for reading, writing, speaking, and listening, students can build a comprehensive skill set in a more dynamic and adaptable learning environment. Despite the numerous benefits of AI, it is essential to combine its use with traditional learning techniques, such as practicing with native speakers and immersing in real-life language settings. Blending AI tools with direct human interaction enhances understanding and fosters greater confidence in using the language.

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PEDAGOGICAL CONDITIONS FOR THE FORMATION OF DIGITAL LITERACY OF FUTURE FOREIGN LANGUAGE TEACHERS

*N. Narynbekova*¹

Abstract:

This article explores the pedagogical conditions necessary for developing digital literacy among future foreign language teachers in the context of the digital transformation of education. Digitalization, as a hallmark of the modern information society, reshapes educational processes and requires both students and educators to adapt to new technological realities. The study highlights the role of open educational resources, digital tools, and virtual learning environments in enhancing the quality of higher education. Emphasis is placed on redefining teacher training to include digital competencies such as information literacy, critical thinking, and the use of digital platforms for instruction. The article identifies theoretical foundations, key conceptual frameworks, and practical strategies for integrating digital literacy into teacher education programs. It also addresses the levels of digital literacy development and the need for personalized, flexible, and innovation-oriented approaches to learning. Ultimately, the study underscores the importance of equipping future educators with digital skills to navigate the demands of a rapidly evolving digital world and contribute effectively to the education system.

Key words: Digital literacy; foreign language teacher education; digital transformation; open educational resources; educational technologies; information literacy; virtual learning environments; digital pedagogy; teacher training; personalized learning.

Digitalization as a process is a distinctive feature of the information society, affecting all aspects of human life. This is especially true for education and self-education. The need to improve the quality of education and use new educational technologies has become a source of using new resources to improve the educational process and obtain high-quality information. Such a source is open educational resources that meet the needs of humanity for proven and high-quality information. Today, open educational resources are considered as educational and scientific information sources that are placed in the public domain and give the right to use them free of charge. The main goals of this phenomenon are to open access to education to as many people as possible, as well as to change the face of the current education system. The relevance of this work is due to the insufficient study of this phenomenon, on the one hand, and the use of digital technologies in the educational process of higher education institutions, on the other. Creating a digital model of the educational environment:

- ensures access to digital educational infrastructure and content for students and teachers;
- allows to automate and increase the efficiency of organizational and management processes in educational organizations.

Innovations are introduced into various spheres of human activity, which, on the one hand, directs people to constant development, improve their knowledge, skills, qualifications, master new types of activities in related sectors of the economy. On the other hand, everyday work is increasingly being transferred to machines and requires a person to be creative, ready to cooperate with colleagues in finding new solutions, especially important is the ability to critically evaluate the information presented, etc. [1]. E.A. Kashina says: "The requirements for students' abilities have changed, because it is necessary not only to read, write and consider, but also to be able to organize data resources, work productively in cooperation, collect, evaluate and use information" [2]. Thus, we can speak about the need for information culture of modern man as an element of general human culture and a prerequisite for comfortable living in society, and its formation is one of the important tasks of the education system. It required adaptation to changing conditions and requirements. Until recently, we have been talking about the informatization of education. This term is interpreted as a set of measures to transform pedagogical processes based on the introduction of information products, tools and technologies into teaching and learning [3]

Based on these ideas, we can talk about the completion of the informatization period. Educational institutions at all levels are equipped with computer technology, teachers have undergone advanced training

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and retraining in the use of information technology (IT) in the educational process. The main areas of its use in education are:

- development of pedagogical software for various purposes;
- development of educational websites;
- development of methodological and didactic materials;
- management of real objects;
- organization and conduct of computer experiments with virtual models;
- implementation of targeted information search [4]. Within the framework of these areas, it is

envisaged to “modernize the education and vocational training system, adapt educational programs to the needs of digital life, widely introduce digital tools of educational services and integrate them into the information environment as a whole, improve the education system, develop the education system, develop the education system, improve the education system, develop the education system, develop the education system, develop the education system, develop the education system, develop the education system, develop the education system, develop the education system, develop the education system and ensure training” [5]. The theoretical and methodological basis of the research is scientific achievements in the following areas:

- information society (A. D. Elyakov, U. J. Martin, N. N. Ponarina);
- Informatization of education (A. A. Aniskin, M. A. Bovtenko, O. V. Raetskaya, I. V. Robert, V. I. Soldatkin);
- Digital literacy (P. Gilster, A. A. Andreev, K. A. Zubareva, S. Yu. Kiselev, V. V. Manuylov, Yu. a. Mamonova, G. V. Mozhaeva, A. V. Savitskaya);
- Open educational resources (A. A. Andreev, D. Atkins, N. V. Dneprovskaya, N. V. Komleva, O. V. Kornilov, E. Lane, P. McAndrew, A. V. Sigalov, A. K. Skuratov, I. Tuomi, Y. Khulen).

The education system should ensure a confident transition of society to the digital era, focused on increasing labor productivity, new types of labor, and human needs, which includes all segments of the population in the educational process, creating individual areas of learning, managing their own learning outcomes, virtual and augmented reality [6]. Today, digital resources used in human daily activities allow us to overcome the obstacles to traditional learning: the pace of program development, teacher choice, forms and methods of teaching. The modern world has moved to the next level of development of new technologies. The first is the creation of the steam engine; the second is electrification; the third is informatization; the fourth is digitalization, i.e. the era of big data and technologies based on them. Digital technologies, on the one hand, contribute to a further increase in the volume and efficiency of production, and on the other hand, they allow us to implement an individual approach in various industries. So, using 3D printing, it is possible to create complex devices in a single copy, which was impossible in traditional production. The term "digitalization" appeared in connection with the rapid development of information and communication technologies. Davos Klaus Schwab, calling the first digital revolution of the 1960s-1980s "industrial", believes that its catalyst was the development of semiconductor computers, in the 60s. and 70s - personal computers, in the 90s - the Internet [7]. The author predicted the approach of the fourth industrial revolution, which will also be "ubiquitous" and digital due to the development of the mobile Internet, miniature devices, artificial intelligence. With the advent of the Internet in 1982, the virtual world took shape, connecting it with the real world, filled with new connections, such as online games, social networks. The real and virtual worlds are interdependent, and one of them, according to A.V. Keshalava [8], can determine a person. Their merger forms a hybrid world, through which the vital activities of the real world are performed with the help of virtual ones. The effectiveness of information and communication technologies and the presence of a digital infrastructure are prerequisites for this process. The digital revolution that has swept the world economy is impressive in its pace and scope. The transition from electronic computers to personal computers took decades, but now such global changes in technology occur in months. Initially, digitalization was reduced to the automation of technologies, the spread of the Internet, mobile communications, social networks, the emergence of smartphones, and the growth of consumers using new technologies. However, digital technologies are rapidly becoming part of human economic, political, and cultural life. Currently, digitalization has entered the formation. Wikidictionary reveals the content of the concept of "digitization" as "a digital method of communication, recording, and data transmission using digital devices." A. Marey considers digitalization as a paradigm shift in communication and interaction with each other and with society [9]. The content of this concept is clarified by E.L. Vartanova, M.I. Makseenko, S.S. Smirnov - this is not just the transfer of information into digital form, but a complex solution of an infrastructural, managerial, behavioral, and cultural nature [10].

The availability of information requires a constant search and selection of relevant and interesting content, a high speed of its processing. Therefore, the digitalization of education leads to its radical, qualitative restructuring. The teacher must learn to use new technological tools and practically unlimited information

resources. Virtual reality technologies create the possibility of using digital simulators that are not tied to one workplace, which expands the range of technologies under study. Mobile learning technologies allow you to study anytime, anywhere. Today, information and knowledge are the basis of economic progress, and traditional concepts and models are not applicable to them. L.V. Shmelkova emphasizes that the most important feature of a person adequate to the digital economy is the possession of digital technologies by a person, their use in professional activities [11].

In general, the use of open educational space involves the work of students with digital educational resources in the educational process of the university, the use of computer technologies in the educational process, modeling of processes, the use of electronic textbooks, interactive tools, and effective work. It is necessary to improve education using the Internet, cloud and mobile learning tools. In short, the use of digital resources in the learning process is very effective in creating a pedagogical and psychological environment that will allow the future generation to receive comprehensive education, develop entrepreneurial, competent, creative, creative, and free [13]

The concept of "digital literacy" as a tool for information activity has gone beyond the ability to use a computer and has been considered in a number of concepts related to technological literacy: computer and ICT literacy. Digital literacy serves as a catalyst for development, as it contributes to the self-education of a citizen of the information society, a consumer of electronic services, and the acquisition of other important life skills.

Digital literacy is considered a framework that combines important groups of skills. Computer literacy includes both user and special technical skills in the field of computers.

Information literacy is the ability to formulate the need for information, request, search, select, evaluate information and interpret it in any form. Let us mention two very important characteristics of this definition:

1. The ability to formulate information needs. In the language of modern pedagogical technology, this is called determining the boundaries of knowledge or ignorance. This is not a statement of need, but only an understanding that new information is needed at this particular stage.

2. The ability to interpret information. Not only to master and record the material, but also to draw conclusions from it, to clearly formulate the meaningful results of the search and present them in the form of a new information product. We can say that information literacy is a "technology" of teaching. It consists of the following abilities of a person:

- to understand the personal need for information to solve a problem;
- to develop a search strategy by asking meaningful questions;
- to find information appropriate to the topic;
- to assess the relevance of the information found, to sort it, systematize it, and analyze it;
- to assess the quality, accuracy, authority, and veracity of the information;
- to form one's own attitude to this information;
- to present one's own point of view, new knowledge and understanding, or a solution to the problem to the audience or oneself;
- to understand that the use of information literacy skills in the process of solving a problem (or educational task) can be extended to all spheres of human life [14].

Levels of content indicators of a person's information literacy:

1. High level: to feel the importance of information for solving any problem; to develop a strategy for finding information; to be able to find information independently; evaluate, analyze, sort information; form their own view of this information; be able to convey their own view to the audience; be able to process information software.

2. Average level: cannot fully understand the importance of information for solving any problem; develop an information search strategy; find information with partial help from the teacher according to the tips; are not fully able to evaluate, analyze, sort information and form their own view of this information; have difficulty conveying their own view to the audience; process information software with difficulty.

3. Low level: does not understand the importance of information for solving any problem; cannot develop an information search strategy; find information only according to the detailed instructions of the teacher; do not know how to evaluate, analyze, sort information and form their own view of this information; hardly shows their own view to the audience; process information programmatically using detailed instruction cards.

Today, additional education for children is considered an important component of education, which is socially in demand and requires constant attention and support from society and the state as education that combines upbringing, training and development of the child's personality. Additional education, based on its

specifics, organically combines various types of leisure activities. Here, information technologies are in demand and relevant. Let's consider their application in various areas of additional education [15].

According to the analysis of modern research in the field of digitalization of education, the stage of digitalization follows the computerization of education. In our country, the stage of formation and improvement of infrastructure has been successfully completed, and the digitalization of modern education should be carried out, first of all, by motivating and training teachers to use it effectively.

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THE ROLE OF SONGS IN TEACHING ENGLISH IN PRIMARY SCHOOL

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Abstract:

This article analyzes the role of songs in teaching English in primary grades. The research results show that songs are an important tool for increasing children's interest in the process of language learning, developing pronunciation and listening skills, and expanding vocabulary. The article also examines the possibilities of forming students' communicative competence and increasing their confidence in communication with the help of songs. During the study, the effectiveness of songs was assessed based on the analysis of scientific articles, observations, and practical experiments.

Key words: primary school, English language, songs, communicative competence, pronunciation, vocabulary.

Introduction

In today's era of globalization, the improvement of the process of teaching foreign languages, in particular, English, is of great importance. Especially in primary grades, the use of effective teaching methods plays an important role in increasing students' interest in language and its faster acquisition. The use of songs in this process is recognized as an effective way to develop students' speech and listening skills, increase their vocabulary, and form a positive attitude towards language. Songs facilitate the process of language learning through rhythm and melody, improve students' pronunciation, and naturally help them master grammar and lexical units. In addition, songs contribute to the formation of students' communicative competence, developing their ability to feel the language. In this article, the role of songs in teaching English in primary grades is analyzed, and their effectiveness is scientifically and practically substantiated.

The purpose of the article is to study the methods of effective use of songs in teaching English in primary grades and to highlight their importance in the educational process on a scientific basis. In the course of the research, methods of analysis of scientific sources, observation, and practical experience are used. The results confirm that songs are an effective didactic tool for primary school students in learning a foreign language.

Main part

Scientific research on the use of songs in teaching English in primary grades shows that musical materials serve as an effective tool in the process of language learning. According to research by psycholinguists and educators, children tend to learn language in a natural environment, that is, through context, and songs play an important role in this process (Gardner, 1983; Krashen, 1985). There are many scientific works proving that children learn language faster through rhythm, song, and play. For example, in Fonmayer's (2006) research, it is emphasized that songs play an important role in the formation of listening and pronunciation skills. Penfield and Roberts (1959) noted that young children acquire pronunciation faster and more accurately than adults, which indicates the possibility of developing phonetic competence through songs.

Researchers such as Cameron (2001) and Brewster, Ellis & Girard (2002) deeply analyzed the role of songs in the educational process in their works. As a result of their research, it was found that songs strengthen children's memory and contribute to the natural acquisition of grammar and vocabulary. The effectiveness of songs in increasing student participation as an interactive learning method has also been noted. Studies show that children better remember language units through musical rhythm and melody. According to Howard Gardner's multiple intelligence theory, children with developed musical intelligence can achieve faster results in language learning through songs. Also, according to Krashen's "Affective Filter Hypothesis," songs help students reduce psychological pressure and organize the language learning process in a comfortable environment for them.

Advantages of using songs in elementary school

Songs are an important tool for developing children's pronunciation and phonetic skills, that is, improving pronunciation and mastering intonation. Rhythmic structure and repetitive phrases in songs help to pronounce sounds correctly. In addition, with the help of songs, it is possible to expand vocabulary, that is, in

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songs, children easily assimilate phrases and words used in everyday life. In particular, topics such as colors, numbers, animal names, greetings, and farewells are easily taught through songs. Also, songs help to improve the ability to listen and remember. Because the words and phrases in them are memorized with musical rhythm, children remember them for a long time. Most importantly, the songs engage students in interactive communication. Through singing songs, children increase their confidence in communicating in a foreign language, and through them, children become acquainted with the culture of different peoples. This expands their worldview and develops their intercultural communication skills.

Methodology of using songs

For the effective use of songs in teaching English in primary grades, it is important to consistently implement several stages. These stages help students thoroughly master new language material and apply it in the process of communication. The first is the preparatory stage, that is, students are briefly informed about the theme of the song and the new words encountered in it are explained. At this stage, the main themes of the song are explained - for example, everyday topics such as nature, animals, family, colors, numbers, or greetings. Also, new words and phrases encountered in the song text are explained in advance, and their pronunciation is correctly studied. This preparatory stage is important so that students do not encounter misunderstandings while listening to the song.

The second is listening and singing, that is, students listen to the song and then sing it together. It is recommended to listen to the song several times to understand its overall meaning. In the next stage, the children sing the song together with the teacher. As a result of learning in a rhythmic and melodic style, children remember words and phrases more easily. If the song is performed together with movements during the singing process, the process of students' understanding and memorization of the song's content will be more effective.

Third, analysis and understanding, that is, the text of the song is discussed, the meaning of words and phrases is explained. At this stage, students learn the main words and phrases of the song more deeply. Grammatical structures taken from the song are explained and reinforced with examples. The teacher can ask the children questions about the content of the song or organize a short conversation about the song. Thus, students not only memorize and sing the song, but also begin to understand its content.

Fourthly, at the stage of practical exercises, students perform various practical exercises based on songs. For example, role-playing games, that is, they perform small scenes corresponding to the content of the song. Or motor exercises, that is, performing movements corresponding to the lyrics of the song, for example, reinforce the words through physical movements. In addition, it is possible to work with pictures and cards, that is, to select or correctly place pictures that correspond to the words and phrases of the song. Also, with the help of exercises to fill the space, some words from the song text are removed, and students try to memorize and fill them. Practical exercises allow children to understand the song more deeply and actively use newly learned language units. With the help of this method, students actively participate in the process of language acquisition and quickly memorize the studied material.

Conclusion

The use of songs in teaching English in primary grades is one of the effective methods. The results of the study show that songs contribute to the development of students' linguistic skills, increase their speech activity, and make the process of learning a foreign language interesting. Through songs, students easily memorize new words and phrases, improve pronunciation and intonation, and increase their confidence in communication. Also, songs are important in strengthening students' hearing abilities, increasing their motivation for language, and organizing the interactive learning process. The study revealed that the educational effectiveness of songs depends on their correct selection and methodological application. Therefore, teachers should select songs in accordance with the age characteristics of students and the level of language learning. In general, the use of songs serves to make the process of mastering English by primary school students more effective. Therefore, it is recommended to widely implement this methodological approach in primary education programs.

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ENGLISH PRONUNCIATION CHALLENGES: COMMON MISTAKES AND HOW TO OVERCOME THEM

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Abstract:

English pronunciation poses various challenges for non-native speakers, often leading to misunderstandings and communication barriers. Common mistakes include mispronouncing vowel sounds, incorrect stress patterns, and difficulties with consonant clusters. This article explores these prevalent issues and offers practical strategies to overcome them, such as focused listening exercises, phonetic training, and the use of language learning apps. By addressing these challenges, learners can improve their pronunciation skills, enhance their confidence in speaking, and facilitate clearer communication in English.

Key words: English pronunciation, common mistakes, overcoming challenges, Vowel Sounds, stress patterns and consonant clusters.

Introduction

English pronunciation can be a daunting task for non-native speakers, representing one of the most significant barriers to effective communication in the language. Unlike many other languages, English is notorious for its irregular spelling and complex phonetic rules, which can lead to confusion and frustration for learners. The nuances of English pronunciation—ranging from vowel sounds to stress patterns—often vary significantly from the learner's native language, making it difficult to master. This challenge is compounded by the fact that pronunciation directly impacts intelligibility; mispronounced words can lead to misunderstandings, hinder effective conversations, and diminish a speaker's confidence.

One of the primary reasons English pronunciation poses such challenges is its diverse array of vowel sounds. For instance, the distinction between short and long vowels can change the meaning of a word entirely, as seen in "ship" versus "sheep." Furthermore, English features a variety of diphthongs—complex vowel sounds that glide from one vowel to another within the same syllable—which can be particularly tricky for learners who are accustomed to simpler vowel systems. Additionally, consonant clusters, which are groups of two or more consonants that appear together in a syllable, can be overwhelming for speakers whose native languages do not utilize such combinations. Stress patterns in English also contribute to pronunciation difficulties. Unlike some languages where each syllable is given equal weight, English relies heavily on stress to convey meaning. Incorrectly stressing a syllable can not only alter the meaning of a word but can also render it unrecognizable to native speakers. For example, the noun "record" is stressed on the first syllable (RE-cord), while the verb "record" is stressed on the second syllable (re-CORD). Such distinctions are crucial for clear communication and are often overlooked by learners.

Despite these challenges, overcoming pronunciation hurdles is entirely achievable with the right strategies and resources. By focusing on specific areas of difficulty and employing targeted practice techniques, learners can significantly improve their pronunciation skills. This article aims to explore common mistakes in English pronunciation and provide practical solutions to help learners navigate these challenges effectively. Through dedicated practice and an understanding of the intricacies of English sounds, non-native speakers can enhance their speaking abilities, boost their confidence, and ultimately achieve clearer communication in English.

Literature review

Research indicates that pronunciation difficulties stem from various factors, including the influence of the speaker's first language (L1) phonetic system (Derwing Munro, 2005). For instance, certain sounds in English may not exist in other languages, leading to mispronunciations (Saito, 2013). Additionally, stress and intonation patterns differ across languages, further complicating pronunciation for learners (Gilbert, 2008). Studies by Levis (2005) suggest that many learners struggle with segmental features (individual sounds) and suprasegmental features (stress, rhythm, intonation). Furthermore, a meta-analysis by Tsukada Tschirner (2009) emphasizes the role of listening comprehension in pronunciation accuracy, indicating that exposure to authentic speech is crucial for improvement. Strategies for overcoming pronunciation challenges have also

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been explored. Techniques such as focused phonetic training (Baker Murphy, 2011), the use of technology (e.g., pronunciation apps and online resources), and peer feedback mechanisms have shown promise in enhancing learners' pronunciation skills (Derwing et al., 2012).

Methods

To investigate the common pronunciation challenges faced by non-native English speakers and effective strategies for improvement, a mixed-methods approach was employed.

1 Participants

A total of 100 non-native English speakers from diverse linguistic backgrounds participated in an online survey. Additionally, 15 participants were selected for follow-up interviews.

2. Data Collection

The survey included multiple-choice questions and open-ended responses aimed at identifying common pronunciation errors and preferred learning strategies. Interviews were conducted to gain deeper insights into individual experiences with pronunciation challenges.

3. Data Analysis

Quantitative data from the surveys were analyzed using descriptive statistics, while qualitative data from interviews were coded thematically to identify recurring themes related to pronunciation difficulties and solutions.

Results and discussion

The survey results indicated that the most common pronunciation challenges included the mispronunciation of vowel sounds (45%), difficulty with consonant clusters (30%), and issues with intonation patterns (25%). The interviews revealed that many participants felt that lack of exposure to native speakers significantly impacted their pronunciation skills.

Participants reported several effective strategies for overcoming these challenges:

- **Phonetic Training:** Engaging in targeted exercises helped participants improve their articulation of difficult sounds.
- **Listening Practice:** Regularly listening to native speakers through media like podcasts and movies enhanced their understanding of stress and intonation.

Technology Utilization: Many learners found mobile apps useful for practicing pronunciation in an interactive manner.

These findings align with previous research highlighting the effectiveness of focused practice and exposure in developing pronunciation skills (Baker Murphy, 2011; Derwing et al., 2012).

Conclusion

This study highlights the prevalent pronunciation challenges faced by non-native English speakers and suggests practical strategies for overcoming these difficulties. By incorporating phonetic training, increasing exposure to native speech, and leveraging technology, learners can significantly improve their pronunciation skills. Future research could explore the long-term effects of these strategies on overall language proficiency. Mastering English pronunciation is a vital component of effective communication and can significantly impact one's confidence and clarity in speaking. By understanding common pronunciation challenges, such as vowel sounds, consonant clusters, and intonation patterns, learners can identify specific areas for improvement. Implementing targeted strategies—such as regular practice, utilizing phonetic resources, and engaging with native speakers—can help overcome these obstacles. Furthermore, patience and persistence are key; pronunciation is a skill that develops over time with consistent effort. As learners embrace their unique linguistic journeys, they will not only enhance their pronunciation but also enrich their overall language proficiency, leading to more meaningful interactions in both personal and professional contexts. With dedication and the right tools, anyone can conquer the challenges of English pronunciation and communicate with confidence.

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TEACHERS PEDAGOGICAL COMPETENCE IN TEACHING ENGLISH IN PRIMARY SCHOOL

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Abstract:

The study explores the pivotal role of pedagogical competence in the effective teaching of English in primary education. Pedagogical competence plays an important role in the formation of the quality of education, in particular, in teaching English to primary school students. The teacher's ability to effectively use pedagogical methods, understand the needs of students, and master relevant sources is the main factor in creating a positive and effective educational environment. In this study, the main components of pedagogical competence and how they influence the teaching of English in primary grades were studied.

Key words: Pedagogical competence, teaching English, primary education, language learning, teaching methods, professional development, effectiveness of teacher activity.

Introduction

The role of English teachers in primary education is important, as it lays the foundation for future academic success. Pedagogical competence, defined as the ability of teachers to conduct an effective, interesting, and meaningful lesson, is of great importance in the successful teaching of English to young students. Teachers with high pedagogical competence can adapt their teaching strategies to meet the individual needs of students, which makes education more convenient and interesting.

The pedagogical competence of an English teacher includes a deep understanding of both the subject and the psychological and developmental needs of children. In primary education, when students are at an important stage of language learning, teachers should use effective methods that contribute to the development of language skills, stimulate a positive attitude towards learning, and ensure thorough mastery of the basic concepts of the English language. The importance of pedagogical competence becomes even more apparent when we take into account the various needs of students in the classroom.

Primary education often involves children with varying levels of knowledge, learning ability, and culture. Teachers with pedagogical knowledge to adapt teaching methods can effectively satisfy this diversity and ensure that each child has the opportunity to achieve success. The pedagogical competence of English teachers can be divided into several main components, including knowledge of the subject, teaching strategies, classroom management, and the ability to establish positive relationships between teachers and students. Subject knowledge refers to the teacher's understanding of English grammar, vocabulary, pronunciation, and cultural contexts. An English teacher with solid knowledge of the subject can clearly present the content, confidently answer questions, and create a meaningful learning experience for students. The teacher's ability to apply different teaching strategies to meet the needs of different students is also important. In primary education, students use interactive and creative teaching methods such as games, songs, stories, and role-playing games. These strategies not only help maintain students' interest but also facilitate language learning by providing real, context-based opportunities for practice. For example, using songs to teach vocabulary and grammar allows children to master language structures and at the same time enjoy the learning process.

The important aspect of pedagogical competence is the ability to manage the classroom. Maintaining a positive and orderly learning environment in elementary school is crucial for effective teaching. Teachers should be able to manage classroom behavior, set a daily routine, and create a safe environment for students to express themselves. A well-managed classroom fosters active participation, which is especially important in language learning, as it encourages students to practice speaking, listening, and interacting with their peers. The importance of pedagogical competence in teaching English in primary education is not limited to conveying the content. This also includes creating an interesting and inclusive educational environment that encourages active participation of students and language development. Effective pedagogical competence requires the teacher to know well how young children learn a second language, especially in the context of a foreign language, such as English. One of the important aspects of pedagogical competence is the teacher's

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ability to assess and understand the mental development of younger students. In primary education, students are at different stages of language acquisition, and their ability to master new vocabulary, grammatical structures, and pronunciation differs significantly. A competent teacher should be able to see these differences and adapt teaching methods accordingly. For example, some students may use visual aids more often, while others may respond better to verbal instructions or practical exercises. Teachers can take into account students' diverse learning preferences by applying a variety of sensory techniques in teaching, such as hearing, seeing, and movement. In addition, the role of assessment in pedagogical competence cannot be ignored. In primary education, formative assessment - current assessment - is important for monitoring student learning. Through regular feedback, quizzes, oral presentations, and peer assessment, teachers can better understand each student's strengths and developmental trajectories. This, in turn, allows the teacher to adapt teaching methods to the needs of the individual. This continuous assessment approach is important in language learning, as it allows teachers to track language development over time and take necessary measures when students are struggling.

One of the most important elements of pedagogical competence is the creation of a safe and supportive environment in the classroom. For younger students, a positive emotional environment is necessary to increase confidence in language skills. Teachers who use positive reinforcement, praise effort rather than achievement, and create a classroom culture without threats encourage students to take risks and engage more fully in the language learning process. This is especially important in teaching English as a second language, as many students may be shy or hesitant to speak, read or write in a foreign language. By creating a safe and supportive environment, teachers reduce anxiety and encourage students to participate more actively. In addition, teachers should be able to set clear, realistic learning objectives and convey these goals to students in an easily understandable way. When students know what is expected of them and clearly understand the purpose of their learning activities, they are more likely to maintain focus and motivation. Teachers with strong pedagogical competence can divide complex language concepts into controlled parts and provide foundations that help develop students' understanding and skills. For example, a qualified teacher gradually introduces new grammatical rules or vocabulary through contextual activities and life situations, making language learning more relevant and meaningful for students' lives, the ability to establish mutual cooperation between students is another sign of pedagogical competence.

In primary education, working in groups and pairs is a valuable tool for language learning. When students work together, they can practice speaking and listening skills, exchange ideas, and learn from each other. By creating opportunities for peer communication, teachers not only encourage language development but also help students develop social and interpersonal skills. Collaborative learning activities, such as group projects or interactive language games, also create a sense of community in the classroom, which creates a more inclusive and stimulating learning environment. Project-based learning encourages deeper learning because it connects language learning with the real world, useful experiences that align with students' interests and future goals. Moreover, creating a positive and engaging learning environment requires the ability to establish close connections between the teacher and students. Compassionate, patient, and supportive teachers can inspire confidence in their students, encouraging them to take more initiative and achieve success. In the context of rapidly changing educational technologies, teaching methods, and students' needs, the teacher must constantly update their knowledge and skills. Seminars, workshops, and peer collaboration are all effective ways for teachers to improve their pedagogical practices and stay informed about the latest developments in language teaching. For example, teachers can expand their understanding of language acquisition theories, such as the communicative language teaching approach, which emphasizes the practical application of language in real life. This helps them create more engaging and effective lessons that encourage students to use English meaningfully. In addition, teachers can use digital tools and resources such as language learning applications, interactive whiteboards, and online learning platforms to improve their learning and meet the diverse needs of students. The introduction of technologies in teaching English in a modern classroom is becoming increasingly important. Digital resources allow teachers to create interactive and engaging lessons, making learning more dynamic and accessible to all students. For example, interactive language games and online quizzes can provide quick feedback, which helps students track their progress and maintain their motivation. In addition, the ability to differentiate learning is a key skill for English teachers. Elementary grades often consist of students with a wide range of abilities and reading styles. Some students struggle with reading and writing, while others study excellently. Teachers who are well-versed in differentiated learning can adapt their lessons to the specific needs of each child and provide appropriate difficulties and support for all students. This approach not only improves the individual activity of students, but also creates an inclusive educational environment in which every child has the opportunity to achieve success.

Conclusion

As the educational environment changes, it is important for teachers to engage in continuous professional development to be aware of new teaching methods and tools. Investing in the professional growth of English teachers and providing them with the resources necessary for their success is crucial for ensuring quality education for all children. If a teacher has the correct pedagogical competence, they can not only improve students' language skills, but also contribute to their overall development, preparing them for a successful future in an increasingly globalized world.

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DIGITAL TOOLS IN ENGLISH LANGUAGE TEACHING

A. Arabova ¹*Abstract:*

The integration of digital tools in English Language Teaching (ELT) has significantly transformed traditional learning paradigms, making education more interactive, personalized, and effective. This article examines the role of digital tools in enhancing student engagement and learning outcomes, exploring their benefits and challenges in ELT classrooms. Key aspects such as motivation, participation, and academic performance are discussed in relation to various technological advancements, including online learning platforms, interactive applications, and artificial intelligence-driven tools. While digital tools offer numerous advantages, challenges such as technological accessibility, teacher training, and digital literacy remain critical concerns. The paper also explores future trends in digital education, emphasizing the continuous evolution of technology and its implications for English language instruction.

Key words: Digital tools, English Language Teaching (ELT), educational technology, student engagement, learning outcomes, personalized learning, motivation, online learning, blended learning, challenges in digital education, future trends.

Introduction

The integration of digital tools in English language teaching (ELT) has significantly transformed traditional learning paradigms, making education more engaging, personalized, and effective. With the rapid advancements in educational technology, teachers can leverage various digital tools to enhance students' motivation, participation, and overall academic performance. This article explores the role of digital tools in ELT, focusing on their impact on student engagement and learning outcomes, while addressing potential challenges and future trends in digital education.

Theoretical Framework

The incorporation of digital tools in ELT is supported by several educational theories, including Vygotsky's sociocultural theory, which emphasizes the role of interactive learning, and constructivist learning theories, which suggest that learners actively construct knowledge through engagement with digital media. Additionally, Self-Determination Theory (SDT) highlights the importance of intrinsic motivation, which can be enhanced through gamification and personalized digital experiences.

Interactive Learning Platforms. Online platforms such as Duolingo, Kahoot, and Quizlet facilitate interactive learning by providing instant feedback, fostering competition, and enabling collaborative learning experiences. These platforms allow students to engage with course materials dynamically, reinforcing language acquisition.

Gamification and Game-Based Learning

Gamification elements, such as badges, leaderboards, and challenges, can significantly boost motivation. Language-learning applications and digital storytelling games enhance immersion, making the learning process more enjoyable and productive.

AI and Adaptive Learning Technologies. Artificial Intelligence (AI) has introduced personalized learning through adaptive algorithms that adjust content difficulty based on student progress. Chatbots, AI tutors, and voice recognition software help learners practice speaking and writing skills in real-time.

Virtual and Augmented Reality. Virtual Reality (VR) and Augmented Reality (AR) create immersive language-learning environments. Students can participate in virtual conversations, cultural simulations, and interactive role-playing scenarios, improving both linguistic and intercultural competence.

Impact of Digital Tools on Student Engagement. One of the researches about digital tools on Student Engagement suggests that digital tools enhance student engagement by making learning more interactive and autonomous. A study by Wang & Tahir (2020) found that gamified learning platforms significantly improve student motivation and participation in language courses. The ability to access diverse content, collaborate with peers, and receive immediate feedback fosters an active learning environment.

Impact of Digital Tools on Learning Outcomes

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Digital tools have been shown to improve language acquisition by providing personalized learning experiences. AI-powered tools enable adaptive assessments, allowing students to progress at their own pace. Additionally, studies indicate that students using digital tools demonstrate higher retention rates, better pronunciation, and improved writing skills compared to traditional learning methods.

Challenges and Considerations

Despite their advantages, digital tools present challenges such as digital literacy gaps, accessibility issues, and potential over-reliance on technology. Teachers must receive proper training to integrate these tools effectively, ensuring that technology enhances rather than replaces traditional teaching methods.

Future Perspectives

The future of ELT will likely involve greater integration of Artificial Intelligence, Virtual Reality, and data-driven personalized learning experiences. As technology evolves, educators must continuously adapt their teaching methodologies to optimize student engagement and learning outcomes.

In conclusion, the integration of digital tools in ELT has revolutionized language education by enhancing student engagement and improving learning outcomes. While challenges remain, the benefits of incorporating interactive platforms, gamification, AI-driven tools, and immersive experiences far outweigh the drawbacks. As education continues to embrace digitalization, teachers and institutions must leverage these innovations to create a more effective and engaging learning environment.

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HOZIRGI ZAMONDA INGLIZ TILINI O'RGATISHNI INTERAKTIV METODLARI

L. Abdullayeva ¹*Annotatsiya:*

Ushbu maqolada chet tillarini o'rganish va o'rgatish barcha rivojlangan mamlakatlar qatori Vatanimiz O'zbekistonda ham zamonaviy talabga aylandi. Yurtimizda amalga oshirilayotgan islohotlar qatorida bugun chet tillariga ayniqsa ingliz tiliga e'tibor kuchaymoqda. Ingliz tili o'qituvchilarining innovatsion metodlaridan foydalanish orqali ta'lim sifatini oshirish yo'llari yoritib berilgan.

Kalit so'zlar: xorijiy til, tilni o'rganishdagi muammolar, muammolarga yechim, innovatsiya, kommunikatsiya, didaktika.

Kirish: Bugungi kunda dunyoda gaplashiladigan tillar soni 600ga yaqin. Ular bir-biridan rivojlangan va o'ziga xos oilaviy daraxtlarni tashkil eta oladi. Bular oilasida nemis tili oilasiga mansub bo'lganlaridan biri – bu ingliz tili. Hozirgi davrning dolzarb masalalaridan biri bu xorijiy tillarni ikkinchi til sifatida o'rgatish va shu orqali yosh avlodni Ona Vatanga muhabbat, sadoqat, yuksak iftixor, milliy g'urur kabi umuminsoniy qadriyatlar ruhida tarbiyalashdir.

Va shuningdek, yurtimizda oxirgi 2-3 yil davomida yosh avlodlarni asosan ingliz tilini o'rganishga jalb qilish va ulardan B1 va C1 darajasidagi milliy (CEFR) va xalqaro (IELTS kabi) sertifikatlarini qo'lga kiritishlari talab qilinmoqda.

“Nima uchun ingliz tilini o'rganishda qiyinchiliklar va muammolar kelib chiqyapti?”

Sababi hozirgi zamonlarning so'z boyligining yo'qligi, konsentratsiyaning pastligi, tartib-intizomning yo'qligi, zerikish va nutq muammosi, jumladan Ingliz tiliga yetarlicha ta'sir o'tkazmaslik, sinf xonalarning yetarli darajda jihozlanmaganligi va malakali o'qituvchilarning yetishmasligidir. Ingliz tilini o'rgatishda bir qancha muammolar quyidagilar:

1. Shovqin qilib, o'qituvchini bezovta qiladi.
2. Sinf o'quvchilarni boshqarishda qiyinchilikka uchraydi.
3. Olomon talabalarni o'rganishga jalb qilish juda ham qiyin.
4. O'quv resurslari barcha talabalar uchun yetarli bo'lmaydi.

Muammolar va qiyinchiliklar bilan birga albatta bularga yechimlar ham yo'q emas.

Quyidagi eng yaxshi yechimlardir:

1. Sinflarda o'quv musobaqalar juda muhim rol o'ynaydi. Bu talabalarni Ingliz tilini o'rganishga majbur qiladi. Masalan: debatlar; viktorinalar va hokazolar.
2. Ma'ruza davomida multimediadan foydalanish. Ko'pincha Ingliz tili o'qituvchilari o'qitishda eski va an'anaviy usullardan foydalanadilar. Ammo ta'lim maqsadlarida maxsus ishlab chiqilgan yangi qurilmalar va gadjetlar ingliz tilini o'qitish va o'rganishni yaxshilash mumkin. Chunki o'quvchilar kitoblarda yozilgan o'rniga ko'rgazmali tasvirlari, videolar, tovushlar va hokazolarni qiziqib o'rganishadi.

3. O'yinlar orqali o'rgatish

O'yinlar o'quvchilarni ko'proq jalb qiladigan faoliyat turidir. O'yinlar ta'lim va o'rganishda juda ham muhim rol o'ynaydi.

Har xil turdagi jumalarda yetishmayotgan so'zni joylashtirish o'yini mavjud. Bu so'z boyligini juda shakllantiradi. Talabalar so'zlarni turlarini va ularning ma'nosini va gapda joylashishini tushunadi.

4. Dars va vaqt jadvali qoidalarni boshqarish. Ingliz tilini o'rganishda qoidalar va intizom juda ko'p rol o'ynaydi. Talabalar telefonlarini o'chirib qo'yishlari, o'rtoqlari bilan gaplashmasliklari, darsga o'z vaqtida kelishi, uy vazifalarni bajarishi va topshirishlari kerak. Agar talabalar undagi qoidalarni buzsa, unga jarima solinishi kerak yoki Ota-Onalariga murojaat qilinishi kerak.

Metodikaning predmeti – chet til predmeti orqali ta'lim – tarbiya berish jarayoni va usullari, chet til o'rgatish ilmi, muallim va o'quvchi faoliyatini o'rganish metodikasi predmeti hisoblanadi. Metodikaning asosiy tushunchalari – metod, usul, prinsip.

Didaktika – o'qitish mazmuni, metodika ta'lim usullari metodlari deyiladi.

Chet til o'qitish metodikasi fan sifatida 2000-yildan ortiq tarixga ega. Bu davr ichida chet til o'qitish metodikasi turlicha munosabatlar bildirilganligini kuzatish mumkin. Bunday qarashlardan biri akademik

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L.V.Shcherbaga mansub hisoblanadi. Uning fikricha, o'qitish metodikasi fan bo'lishiga qaramasdan, nazariy fan hisoblanmaydi. U amaliy masalalarni hal qiladi. Chet til o'qitish metodikasida "kommunikativ didaktika" metodi ham alohida ahamiyatga molik sanaladi. Kommunikativ didaktika quyidagilarni o'zida mujassamlashtiradi:

- Ochiq va moslashuvchan dars konsepsiyasi;
 - Mavzu va mazmun muhimligi;
 - Darsdagi asosiy ish shakli: suhbatlashish va guruh bo'lib ishlash;
 - O'quvchilarni faollashtirish va tildan ijodiy va erkin foydalanishga e'tibor katta bo'lish zarur;
 - Tushunishdan fikrni izhor qilishga prinsipi asosida mashqqa kuchli e'tibor berish;
 - Ma'noni ochishda, harakat ko'lamini belgilashda va mashqni tashkil qilishda vizualizatsiya (ko'rish tayanchi) muhim o'rin tutadi;
 - Kundalik nutqiy muloqotni hayotiy vaziyatni o'rganish;
 - Tildagi og'zaki foydalanish va shu bilan birga asliy matnlarni tushunish ham nazarda tutiladi.
- Kommunikativ didaktika metodini qo'llash jarayonida pedagogning madaniyatlararo muloqotni shakllantirish metodi ham shakllanadi.

Foydalanilgan adabiyotlar ro'yxati:

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TIL O'QITISH USULLARI VA PEDAGOGIKADA INNOVATSIYALAR

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Ushbu tezisda til o'qitishning zamonaviy usullari va pedagogik innovatsiyalarning samaradorligi tahlil qilinadi. Hozirgi kunda ta'lim jarayonida interaktiv metodlar, raqamli texnologiyalar va kommunikativ yondashuv asosida ta'lim berish muhim ahamiyat kasb etmoqda. Tadqiqotda pedagogik innovatsiyalarning til o'rganish jarayoniga ta'siri, o'qitish metodikalarining rivojlanishi hamda samarali dars tashkil etishning muhim jihatlari ko'rib chiqiladi. Shuningdek, yangi texnologiyalar, masalan, sun'iy intellekt va onlayn platformalar yordamida til o'rganish imkoniyatlari o'rganiladi.

Kalit so'zlar: til o'qitish, innovatsion pedagogika, interaktiv metodlar, kommunikativ yondashuv, raqamli texnologiyalar, Gamifikatsiya (o'yinlashtirish).

Kirish

Bugungi globallashuv davrida til o'qitish jarayoni jadal rivojlanib, zamonaviy pedagogik yondashuvlar va innovatsion texnologiyalar bilan boyitilmoqda. An'anaviy ta'lim usullaridan interaktiv va kommunikativ metodlarga o'tish, raqamli texnologiyalardan foydalanish, shuningdek, talabalar va o'quvchilarning lingvistik kompetensiyasini rivojlantirishga yo'naltirilgan yangi usullarni joriy etish dolzarb masalaga aylangan. Til o'qitishda innovatsion texnologiyalar, xususan, sun'iy intellekt, onlayn platformalar, multimediyaviy vositalari va interaktiv metodlarning qo'llanilishi nafaqat o'quv jarayonining samaradorligini oshiradi, balki o'quvchilarning bilim olishga bo'lgan motivatsiyasini ham kuchaytiradi. Shu sababli, ushbu tezisda zamonaviy til o'qitish usullarining ahamiyati, ularning pedagogik samaradorligi hamda innovatsion texnologiyalarning til o'rganish jarayoniga ta'siri tahlil qilinadi.

Asosiy qism

Til o'qitish usullari va pedagogik innovatsiyalar bo'yicha olib borilgan ilmiy tadqiqotlar shuni ko'rsatadiki, samarali til o'rgatish texnologiyalari zamonaviy yondashuvlar bilan uzviy bog'liqdir. Til ta'limi sohasida olib borilgan ilmiy izlanishlar til o'qitishning an'anaviy va innovatsion metodlarini solishtirish, ularning samaradorligini baholash hamda ilg'or tajribalarni ommalashtirishga qaratilgan.

Til o'qitishning nazariy va amaliy asoslari bo'yicha G. Brown (2007) va J. C. Richards (2015) kabi olimlar kommunikativ yondashuvning muhimligini ta'kidlaydi. Ularning fikriga ko'ra, til o'rganishda asosiy e'tibor til birikmalarining kontekstda qo'llanishiga qaratilishi lozim. Shuningdek, N. Chomsky (2006) tomonidan ilgari surilgan generativ tilshunoslik nazariyasi lingvistik kompetensiyani shakllantirishda muhim rol o'ynaydi. An'anaviy va innovatsion metodlar solishtirilganda, H. Douglas (2010) interaktiv ta'limning samaradorligini isbotlaydi. Uning tadqiqotlarida talabalar orasida o'zaro muloqotga asoslangan til o'rganish jarayoni eng samarali usullardan biri ekanligi qayd etilgan. Bundan tashqari, C. Krashen (1982) tomonidan taklif qilingan "ta'limga tabiiy yondashuv" (Natural Approach) nazariyasi bo'yicha til o'rganish jarayoni shaxsning tabiiy til qabul qilish qobiliyatiga mos kelishi kerak.

Zamonaviy pedagogik texnologiyalar bo'yicha olib borilgan tadqiqotlar (J. Harmer, 2012; P. Ur, 2019) ko'rsatadiki, interaktiv va raqamli texnologiyalar yordamida o'qitish til o'rganish jarayonini sezilarli darajada yaxshilaydi. Xususan, onlayn ta'lim platformalari, masalan, Duolingo, Coursera va Moodle orqali o'qitish talabalar uchun yanada qulay va samarali ekanligi isbotlangan. Bundan tashqari, Gamification (o'yinlashtirish) usulining samaradorligi bo'yicha J. Gee (2017) tomonidan olib borilgan tadqiqotlar shuni ko'rsatadiki, o'yin elementlari asosida o'qitish o'quvchilarning motivatsiyasini oshirishga yordam beradi.

Til o'qitish usullari va pedagogik innovatsiyalar bugungi kunda ta'lim jarayonining samaradorligini oshirishda muhim ahamiyat kasb etmoqda. An'anaviy yondashuvlar bilan bir qatorda zamonaviy pedagogik texnologiyalar va interaktiv metodlarning qo'llanilishi o'quvchilarning til o'rganish jarayoniga bo'lgan qiziqishini oshirib, ularning lingvistik va kommunikativ kompetensiyalarini rivojlantirishga xizmat qiladi. Til o'qitishda grammatik-ta'limiy tarjima usuli, kommunikativ yondashuv, audiolingval usul va to'g'ridan-to'g'ri metod kabi turli yondashuvlar mavjud bo'lib, har biri o'ziga xos xususiyatlarga ega. Masalan, grammatik-ta'limiy tarjima usuli qoidalar va tarjima mashqlariga asoslangan bo'lsa, kommunikativ yondashuv asosan tilni amaliy

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qo'llashga yo'naltirilgan. Audiolingval usulda esa eshitish va takrorlash orqali til o'rgatiladi, to'g'ridan-to'g'ri metodda esa ona tilidan foydalanish minimal darajada bo'lib, o'quvchilar yangi so'zlarni gestlar yoki vizual materiallar yordamida tushunishadi.

Bugungi kunda innovatsion pedagogik texnologiyalar til o'qitish jarayonini yanada rivojlantirib, interaktiv vositalar orqali ta'lim samaradorligini oshirishga yordam bermoqda. Raqamli ta'lim platformalari, masalan, Duolingo, Quizlet, Moodle va Google Classroom, mustaqil o'qish imkoniyatini yaratib, moslashuvchan ta'lim muhitini ta'minlaydi. Shuningdek, o'yinlashtirish (Gamification) usuli orqali o'quvchilarning motivatsiyasini oshirishga erishiladi, bunda o'yin elementlari – ballar, mukofotlar va darajalar qo'llanilib, til o'rganish jarayoni qiziqarli formatda olib boriladi. Sun'iy intellekt va chat-botlar yordamida o'qitish ham keng qo'llanilib, shaxsiylashtirilgan ta'lim imkoniyatlari yaratilmoqda. Masalan, ChatGPT yoki Google Bard orqali til amaliyoti olib borish, Speech Recognition (nutqni aniqlash) dasturlari orqali talaffuzni yaxshilash kabi texnologiyalar til o'rganish jarayoniga sezilarli ta'sir ko'rsatmoqda. Virtual va kengaytirilgan haqiqat (VR/AR) texnologiyalarining qo'llanilishi esa realistik muhitda mashq qilish imkoniyatini yaratadi, masalan, Mondly VR dasturi yordamida o'quvchilar virtual muhitda suhbatlashish ko'nikmalarini rivojlantirishlari mumkin.

Innovatsion yondashuvlarning afzalliklari orasida mustaqil o'qish imkoniyati, o'quvchilarga moslashuvchanlik, qiziqarli ta'lim muhiti va shaxsiylashtirilgan o'qitish tizimining mavjudligi ajralib turadi. Shu boisdan, ta'lim tizimida ilg'or metodlarni joriy qilish va ularning natijadorligini oshirish muhim vazifalardan biri hisoblanadi. Zamonaviy texnologiyalardan samarali foydalanish, innovatsion yondashuvlarni o'quv jarayoniga tatbiq etish va pedagogik innovatsiyalar orqali til o'qitish samaradorligini oshirish ta'lim tizimi oldida turgan dolzarb masalalardan biri bo'lib qolmoqda.

Til o'qitish usullari va pedagogik innovatsiyalar ta'lim jarayonining samaradorligini oshirishda muhim omil bo'lib, bugungi kunda bu soha jadal rivojlanmoqda. An'anaviy usullar hali ham qo'llanilib kelayotgan bo'lsa-da, innovatsion texnologiyalar va interaktiv yondashuvlar til o'rganish jarayonini yanada qiziqarli va samarali qilishga xizmat qilmoqda. Tadqiqot davomida grammatik-ta'limiy tarjima usuli, kommunikativ yondashuv, audiolingval usul va to'g'ridan-to'g'ri metod kabi turli o'qitish usullari tahlil qilindi. Ularning har biri ma'lum maqsadlarga yo'naltirilgan bo'lib, ta'lim jarayonida o'quvchilarning ehtiyojlariga qarab qo'llanilishi mumkin. Innovatsion pedagogik texnologiyalar, jumladan, raqamli ta'lim platformalari, sun'iy intellekt vositalari, o'yinlashtirish va virtual haqiqat texnologiyalari til o'rganish jarayoniga katta ta'sir ko'rsatmoqda. Ushbu innovatsiyalar o'quvchilarning mustaqil ta'lim olish imkoniyatlarini kengaytirib, interaktiv va shaxsiylashtirilgan o'qitish metodlarini taklif qilmoqda. Xususan, onlayn platformalar orqali masofaviy ta'lim olish, sun'iy intellekt yordamida realistik til muhitini yaratish va o'yinlashtirish usuli orqali o'quvchilarning motivatsiyasini oshirish imkoniyatlari mavjud.

Xulosa

Xulosa qilib aytganda, til o'qitishda zamonaviy metodlar va pedagogik innovatsiyalarni qo'llash ta'lim sifatini sezilarli darajada oshirishga yordam beradi. Kelajakda bu sohadagi yangiliklarni yanada kengroq tatbiq etish, yangi texnologiyalarni o'quv jarayoniga joriy etish va ta'lim tizimini innovatsion yondashuvlar bilan boyitish muhim ahamiyat kasb etadi. Shu sababli, til o'qitish metodikasini takomillashtirish va zamonaviy innovatsiyalarni joriy etish bo'yicha izlanishlarni davom ettirish zarur.

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ENCOURAGING YOUNG CHILDREN TO LEARN A NEW LANGUAGE

R. Usmonova ¹, X. Safarboyeva ²*Abstract:*

This article provides detailed information about the importance, benefits, and effective methods of encouraging young children to learn a new language. In today's globalized world, learning a new language at an early age enhances children's intellectual potential, broadens their horizons, and provides them with opportunities for international communication. The article suggests creative approaches to make language learning engaging, including games, music, storytelling, interactive apps, and other modern methods. The role of parents and educators in creating a supportive and inspiring learning environment is emphasized. It highlights the importance of providing psychological support and consistent motivation, such as recognizing children's small achievements. Recommendations are given for using age-appropriate tools and following the principle of progressing from simple to complex when teaching languages while considering children's psychology. The article demonstrates innovative ways to foster interest in language learning, making the process enjoyable and meaningful. Learning a new language not only develops children's knowledge and skills but also boosts their confidence and expands their chances of success in the future. This article contains valuable information and practical advice for teachers, parents, and anyone interested in language education. Supporting young learners in acquiring new languages is presented as an essential task to foster their development.

Key words: learning, ability, children, methodology, interactive, support, motivation.

Introduction

Introducing young children to learning a new language at an early age is a powerful tool for intellectual and social development. As the world becomes more interconnected, the ability to communicate across languages is a crucial skill for the next generation. According to experts, "language learning from a youthful age gives children the chance to expand their worldview and enhance their creativity"[1]. This is why many educational systems, including those in Uzbekistan, have begun incorporating foreign language lessons from the earliest stages of education.

In addition to cognitive benefits, early language acquisition encourages problem-solving skills, adaptability, and cultural awareness. As former President Sh. Mirziyoyev stated, "The youth must be equipped with the knowledge and skills to integrate into the global community"[2]. When children learn a language, they develop not only linguistic skills but also a deeper understanding of different cultures and perspectives. Teachers and parents play a vital role in nurturing this learning environment by making language lessons enjoyable and interactive, ensuring that children remain motivated and engaged.

It's important to recognize that young learners, with their high energy and curiosity, learn best through play and hands-on activities. Methods like games, songs, and interactive exercises are essential in keeping them engaged. „By incorporating these fun and dynamic techniques into language teaching, we help children not only learn a new language but also enjoy the process. Therefore, encouraging young children to learn a new language is not just about teaching words—it's about expanding their world and preparing them for future success"[3]. This approach is essential for cultivating confident, well-rounded individuals capable of thriving in a globalized society.

The literature of review

The literature on encouraging young children to learn a new language emphasizes various pedagogical, psychological, and practical aspects. In the field of early language acquisition, scholars such as Vygotsky (1978), Krashen (1982), and Snow (2010) provide essential insights into how young minds acquire languages and the role of environmental factors in this process.

Lev Vygotsky's socio-cultural theory is foundational when considering language learning in children. Vygotsky argued that social interaction and collaborative learning are critical components of cognitive development. He emphasized that learning occurs through guided interaction, where more knowledgeable individuals—such as parents, teachers, and peers—assist children in advancing their understanding. According to Vygotsky, „language is a tool for thought, and young children can only fully develop cognitive

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abilities through interaction with more competent language users. His concept of the Zone of Proximal Development (ZPD) suggests that children can acquire a new language more effectively when they receive appropriate guidance and support just beyond their current capabilities, thereby enabling gradual learning and mastery”[5].

Stephen Krashen’s input hypothesis offers another crucial perspective on language learning. Krashen (1982) posited that language acquisition occurs best when children are exposed to “comprehensible input”—language that is slightly above their current proficiency level but still understandable. This theory advocates for natural, meaningful interactions in the target language, where children are not forced to produce language until they are ready but are constantly exposed to it in context. According to Krashen, „this exposure fosters language acquisition in a way that feels both natural and enjoyable, as children can absorb vocabulary and structures without explicit instruction”[6]. This idea supports the notion that young children can learn a new language in a stress-free, immersive environment that mimics how they learned their first language.

Sharon Snow (2010) expanded upon the idea of language immersion by focusing on the role of early literacy in language acquisition. Snow emphasized that „early literacy activities—such as reading aloud to children, storytelling, and engaging with texts in an interactive manner—greatly enhance language skills”[7]. These activities not only boost vocabulary acquisition but also contribute to the development of listening skills and an understanding of grammar. Snow’s research highlights the importance of creating a rich linguistic environment from the earliest stages of childhood to promote both literacy and language acquisition. She argued that integrating language learning into daily activities, rather than isolating it into formal lessons, is key for fostering a deep and lasting understanding of a new language.

Another important contributor to the field is Jim Cummins (2000), whose research on bilingualism has informed how we view language acquisition in children. Cummins introduced the distinction between Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP). BICS refers to the conversational skills children acquire quickly in a new language, while CALP is the more complex language needed for academic tasks. Cummins argued that while „BICS may develop within a few months of exposure, CALP can take several years to fully develop. This distinction is crucial for educators to understand because it highlights that children may appear fluent in conversational language while still needing support to grasp academic language structures”[8]. In the context of encouraging children to learn a new language, Cummins emphasized that fostering both BICS and CALP is essential for long-term success and cognitive development in the target language.

The combined works of Vygotsky, Krashen, Snow, and Cummins offer a robust framework for understanding how young children acquire new languages. Vygotsky’s emphasis on social interaction, Krashen’s focus on comprehensible input, Snow’s advocacy for literacy, and Cummins’ research on bilingual proficiency each underscore different but complementary factors that contribute to successful language acquisition. Together, these scholars argue that fostering a positive, supportive, and immersive language environment for young learners is key to encouraging them to not only learn a new language but to thrive in it. As the world becomes increasingly interconnected, the importance of these strategies grows, and they provide a valuable roadmap for educators, parents, and policymakers aiming to cultivate multilingualism in young children.

Research methodology

The research conducted on encouraging young children to learn a new language primarily used a quantitative approach. A survey was administered to 300 primary school students across three schools in Uzbekistan, focusing on their experiences with language learning. The survey included questions on their engagement with English lessons, their motivation, and preferred learning methods. Additionally, interviews were conducted with 20 primary school teachers to assess their perspectives on the effectiveness of various teaching techniques for language acquisition.

Data were collected using structured questionnaires, with a Likert scale to assess student motivation, language use frequency, and engagement levels. The survey was complemented by classroom observations, where teachers implemented various interactive techniques such as language games, storytelling, and multimedia resources to create an immersive learning environment. The observation aimed to assess how these methods influenced children’s engagement and language retention.

Analysis and results

The data collected were analyzed using descriptive statistics, including means and percentages, to identify trends in the students’ learning experiences. The results revealed that 75% of the surveyed children showed high motivation toward learning English, especially when lessons included games and songs. Interestingly, 58% of students reported that they felt more confident in their language abilities when lessons included interactive activities, such as role-playing and storytelling.

Among the teachers surveyed, 85% believed that early exposure to a second language significantly boosted students' cognitive development. Moreover, 65% of teachers noted that students demonstrated faster language retention when the lessons were conducted in an immersive environment rather than traditional grammar-based instruction. These findings are consistent with the research of Vygotsky (1978), who emphasized the importance of social interaction and context in learning, as well as Krashen's (1982) Input Hypothesis.

Further analysis showed that the students' family background played a crucial role in their language learning motivation. Students from families with bilingual parents scored 20% higher on motivation scales than those from monolingual households. This finding suggests that a multilingual home environment may provide children with additional linguistic and cultural resources, positively influencing their language learning experiences.

Statistically, there was a significant correlation between the frequency of language exposure and students' language proficiency. Students who were exposed to English at least three times a week in both formal and informal contexts showed a 35% improvement in vocabulary retention over a four-month period. These results suggest that regular and consistent exposure is key to language learning success.

In terms of pedagogical approaches, the study found that 78% of students preferred interactive learning methods over traditional approaches, aligning with the findings of Snow (2010) and Krashen (1982) that stress the importance of comprehensible input and engaging activities. Additionally, teachers noted that integrating technology, such as language learning apps and online resources, significantly improved student participation and language retention rates.

The data from classroom observations also revealed that the children who actively participated in interactive activities retained new vocabulary 25% better than those who only engaged in traditional methods such as rote memorization. These results underline the effectiveness of immersive, student-centered teaching strategies in language acquisition.

In conclusion, the research supports the notion that early language learning, when paired with interactive and immersive teaching methods, significantly enhances children's language skills and motivation. The combination of regular exposure, engaging activities, and supportive learning environments plays a critical role in fostering positive attitudes toward language learning, thereby preparing children for successful multilingual communication in the globalized world.

Conclusion

In conclusion, the research highlights the fundamental role early language learning plays in young children's cognitive and social development. Through the application of various research methodologies—surveys, interviews, and classroom observations—the study found that interactive and engaging learning methods significantly improved language acquisition, retention, and motivation. The results also emphasized the crucial role of consistent language exposure both at home and in the classroom. Children exposed to dynamic, immersive teaching strategies showed increased enthusiasm and better language retention. Furthermore, the study pointed out that family involvement is key in fostering children's motivation. This research supports the notion that a holistic, interactive, and consistent approach to language teaching is essential for developing young children's language skills and preparing them for future global communication opportunities. Ultimately, the study underscores the importance of creating a supportive environment to encourage language learning, ensuring that children not only acquire new languages but thrive in an increasingly globalized world.

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ПСИХОЛОГИЧЕСКОЕ СОДЕРЖАНИЕ ЭФФЕКТИВНОЙ ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ БУДУЩЕГО УЧИТЕЛЯ АНГЛИЙСКОГО ЯЗЫКА

Халикулова.М.Х. ¹, Нарзикулова.Ф.Б. ²

Аннотация:

Психологическое содержание эффективной профессиональной деятельности будущих преподавателей английского языка тесно связано с развитием основных личностных и профессиональных качеств, необходимых для успешного общения с учащимися и организации учебного процесса. К ним относятся эмоциональная зрелость, эмпатия и сильные коммуникативные навыки, а также способность управлять динамикой урока и создавать позитивную учебную атмосферу.

Ключевые слова: психологическая готовность, эмоциональный интеллект, эмпатия, коммуникативные навыки, психологическая устойчивость, когнитивные способности, саморазвитие, интерактивное обучение, управление классом, мотивация учеников, профессиональное самосознание.

Психологическое содержание эффективной профессиональной деятельности будущего учителя английского языка. Понимание и управление собственными эмоциями и поведением:

- эмоциональная устойчивость: способность сохранять спокойствие и позитивный настрой даже в стрессовых ситуациях, таких как работа с трудными учениками или при плохих результатах;
- эмпатия: Способность понимать и разделять чувства других людей, что помогает установить доверительные отношения с учениками и их родителями;
- самоконтроль: умение управлять своими эмоциями и импульсами, чтобы не позволять им негативно влиять на взаимодействие с учениками;
- межличностное взаимодействие: коммуникативные навыки: Ясная и эффективная передача информации, умение слушать и задавать вопросы, а также способность адаптировать свой стиль общения к разным аудиториям;
- социальные навыки: умение строить и поддерживать позитивные отношения с коллегами, родителями и учениками, а также разрешать конфликты;
- лидерские качества: способность вдохновлять и мотивировать других, брать на себя ответственность и принимать решения.

Когнитивные процессы. Креативность: способность находить новые и оригинальные решения педагогических задач, разрабатывать интересные и эффективные методы обучения; аналитическое мышление: Способность анализировать информацию, выявлять закономерности и принимать взвешенные решения; гибкость мышления: Готовность адаптироваться к новым ситуациям и изменять свои подходы к обучению; мотивация и ценности: внутренняя мотивация: Стремление к саморазвитию и профессиональному росту, удовольствие от процесса обучения и общения с учениками; ценности: приверженность к высоким стандартам профессионализма, уважение к личности каждого ученика, стремление к созданию благоприятной учебной атмосферы.

Профессиональные компетенции: знание предмета - глубокое знание английского языка, его грамматики, лексики и культуры.

Методические знания - владение современными методами и техниками преподавания иностранного языка. Дидактические навыки - умение планировать и организовывать учебный процесс, выбирать эффективные учебные материалы и задания.

Важные психологические аспекты:

Стрессоустойчивость: способность справляться с эмоциональным выгоранием, которое может возникнуть в результате интенсивной работы с детьми.

Рефлексия: способность анализировать свою профессиональную деятельность, выявлять свои сильные и слабые стороны, и разрабатывать планы для дальнейшего развития.

Позитивное мышление: оптимистичный взгляд на жизнь и на свою работу, вера в свои силы и в успех своих учеников.

Развитие этих качеств у будущих учителей английского языка может осуществляться через:

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обучение педагогическим психологии и методике преподавания;

практическую работу с учениками;

наставничество опытных педагогов;

самообразование и посещение профессиональных конференций и семинаров.

Помните, что эффективный учитель английского языка - это не только носитель знаний, но и человек, обладающий развитыми психологическими качествами, позволяющими ему создавать благоприятную учебную среду и мотивировать учеников к успеху.

Психологическое содержание эффективной профессиональной деятельности будущего учителя английского языка включает в себя множество аспектов, связанных с личными, эмоциональными и когнитивными качествами, которые необходимы для успешного взаимодействия с учениками, организации образовательного процесса и самореализации в профессии. Рассмотрим основные компоненты этого содержания.

1. Эмоциональная зрелость и саморегуляция

Психологическая зрелость учителя играет ключевую роль в успешной профессиональной деятельности. Это включает в себя:

- Самоосознание: способность понимать и контролировать собственные эмоции, что особенно важно в стрессовых ситуациях, таких как трудности в обучении, конфликтные ситуации с учениками или коллегами.

- Эмоциональная саморегуляция: умение сохранять спокойствие и уверенность в сложных ситуациях, что способствует созданию гармоничной атмосферы в классе.

2. Эмоциональный интеллект

Эмоциональный интеллект (EQ) — это способность учителя распознавать, понимать и эффективно использовать свои эмоции, а также эмоции учеников. Он включает в себя:

- Эмпатию: способность поставить себя на место другого человека, что позволяет выстраивать доверительные отношения с учениками.

- Социальные навыки: умение эффективно взаимодействовать с учащимися, коллегами и родителями, поддерживать и развивать межличностные связи в образовательной среде.

3. Коммуникативные навыки

Учитель английского языка должен обладать высокими коммуникативными способностями:

- Умение слушать и воспринимать информацию: активное слушание и внимание к потребностям учеников помогают правильно выстраивать учебный процесс.

- Умение объяснять и интерпретировать информацию: преподавание языка требует чёткого и понятного объяснения, что связано с высокой степенью вербальных и невербальных коммуникативных навыков.

4. Психологическая гибкость

Учитель должен обладать гибкостью в подходах к обучению, что предполагает:

- Адаптация к индивидуальным потребностям учащихся: способность выбирать разные методы и формы работы в зависимости от уровня подготовки и особенностей учеников.

- Способность к изменению методов работы: умение корректировать свои подходы в ответ на изменяющиеся условия или трудности в обучении.

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[2]. *Профессиональная подготовка учителя иностранного языка в вузе в контексте целостного педагогического процесса*

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ОСОБЕННОСТИ ОРГАНИЗАЦИИ ПЕДАГОГИЧЕСКОГО ПРОЦЕССА, НАПРАВЛЕННОГО НА РАЗВИТИЕ КУЛЬТУРНОГО ИММУНИТЕТА У СТУДЕНТОВ НА ОСНОВЕ ИНДИВИДУАЛЬНОГО ПОДХОДА

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Аннотация:

Организация педагогического процесса, направленного на развитие культурного иммунитета у студентов на основе индивидуального подхода, включает в себя создание условий для поощрения уважения к культурному разнообразию при сохранении личной идентичности. Культурный иммунитет понимается как способность воспринимать и адаптироваться к различным культурным практикам и ценностям, не теряя своей культурной сущности. Индивидуализированный подход учитывает уникальные потребности, интересы и культурные особенности каждого студента, что позволяет создать персонализированные образовательные пути.

Ключевые слова: культурный иммунитет, индивидуальный подход, культурное разнообразие, личная идентичность, персонализированное обучение, адаптация, уважение к культуре, педагогический процесс, социокультурные условия.

Понятие культурного иммунитета. Прежде чем перейти к особенностям организации педагогического процесса, необходимо уточнить понятие “культурный иммунитет”. Это способность личности критически осмысливать информацию, противостоять манипуляциям, стереотипам и дезинформации, сохраняя при этом свою культурную идентичность.

Развитие культурного иммунитета – процесс глубоко индивидуальный. Каждый человек обладает уникальным набором знаний, опыта и ценностей. Поэтому индивидуальный подход является ключевым в организации такого обучения. Основные особенности организации педагогического процесса: диагностика индивидуальных особенностей: когнитивные способности: уровень критичности мышления, умение анализировать информацию, распознавать логические ошибки; эмоционально-волевая сфера: устойчивость к стрессу, способность к самоконтролю, эмпатия; ценностные ориентации: система убеждений, мировоззрение, жизненные приоритеты; ценностные ориентации: система убеждений, мировоззрение, жизненные приоритеты; социальные навыки: умение общаться, сотрудничать, разрешать конфликты; создание безопасной образовательной среды: атмосфера доверия: создание условий, в которых учащиеся чувствуют себя комфортно, могут выражать свои мнения без страха осуждения; толерантность: формирование терпимости к иным культурам, религиям, взглядам; использование разнообразных методов и приемов: проблемное обучение: постановка проблемных вопросов, стимулирование поиска ответов; методы критического мышления: анализ информации, оценка источников, выявление логических ошибок; ролевые игры: моделирование различных социальных ситуаций, отработка коммуникативных навыков.

Сотрудничество с родителями: информирование: предоставление родителям информации о целях и задачах обучения; совместная деятельность: организация совместных мероприятий, направленных на развитие культурного иммунитета.

Непрерывное самообразование педагога: повышение квалификации: изучение новых методик, знакомство с актуальными исследованиями в области развития критического мышления и медиаграмотности; саморазвитие: развитие собственных навыков критического мышления, чтобы служить примером для учащихся.

Организация педагогического процесса, направленного на развитие культурного иммунитета у обучающихся на основе индивидуального подхода, включает несколько ключевых аспектов. Культурный иммунитет можно рассматривать как способность личности воспринимать и адаптироваться к культурным различиям, сохраняя при этом свою идентичность и развивая уважение к многообразию.

1. Понимание культурного иммунитета

Культурный иммунитет — это способность воспринимать различные культурные практики и ценности, вырабатывая при этом адаптивные стратегии для взаимодействия с ними, не теряя при этом

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собственной культурной идентичности. Он предполагает развитие у обучающихся способности к критическому восприятию культурных стереотипов, открытости и уважению к чужим культурам.

2. Индивидуальный подход

Для эффективного формирования культурного иммунитета важен индивидуальный подход к каждому обучающемуся, который учитывает:

Уровень культурной компетенции каждого учащегося, его знания о других культурах.

Личностные особенности, такие как толерантность, готовность к самопознанию и открытость к новому.

Социально-культурный контекст, в котором находится обучающийся (например, его этническая, религиозная принадлежность, социальный статус).

3. Дифференцированный подход в обучении

Дифференциация позволяет учитывать разные уровни восприятия культурных различий и подходить к каждому учащемуся с учетом его личных потребностей:

Использование различных форм работы: индивидуальных консультаций, групповых проектов, обсуждений, ролевых игр, где обучающиеся могут делиться множеством культурных практик и взглядов.

Проектная и исследовательская деятельность, которая дает возможность учащимся погрузиться в изучение другой культуры на уровне личного опыта.

Использование разнообразных ресурсов (книги, фильмы, интервью с носителями других культур, виртуальные экскурсии и т.д.).

4. Когнитивный и эмоциональный подход

Для формирования культурного иммунитета важно не только развивать знания, но и воздействовать на эмоциональный отклик учащихся:

Эмпатия как ключевой элемент культурного взаимодействия, развитие способности переживать чужие чувства, уважать разнообразие мнений.

Сопереживание и рефлексия: через осознание и обсуждение личного опыта с представителями других культур учащиеся учат саморегуляции и готовности к конструктивному диалогу.

5. Интеграция культурных практик в учебный процесс

Важно, чтобы культурное многообразие было интегрировано не только в уроки по предметам, связанным с культурой, но и в другие дисциплины. Это может включать:

Тематические недели или проекты: изучение культурных особенностей разных народов, истории, искусства.

Взаимодействие с представителями других культур, организация встреч, лекций, мастер-классов, поездок в другие культурные среды.

6. Роль учителя

Учитель в этом контексте становится не только источником знаний, но и фасилитатором, который направляет учащихся в процессе самопознания и саморазвития. Он помогает:

Применять культурно чувствительный подход в преподавании.

Стимулировать открытость и уважение к многообразию через организацию безопасного образовательного пространства.

Обучать стратегиям преодоления культурных барьеров и стереотипов.

7. Оценка результатов

Оценка развития культурного иммунитета у обучающихся требует комплексного подхода, включающего:

Самооценку обучающихся — рефлексия на темы культурного взаимодействия, анализ личных опытов и изменений в мировоззрении. Обратную связь от сверстников и педагогов — оценка способности обучающегося работать в мультикультурных группах, проявлять эмпатию и толерантность.

Развитие культурного иммунитета – сложный и многогранный процесс, требующий системного подхода. Индивидуальный подход позволяет учесть особенности каждого обучающегося и сделать процесс обучения более эффективным. Сочетание различных методов, создание безопасной образовательной среды и сотрудничество с родителями – все это способствует формированию у учащихся способности критически мыслить, противостоять манипуляциям и принимать взвешенные решения.

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ВАЖНОСТЬ ВНЕДРЕНИЯ ИННОВАЦИЙ В ПРОЦЕСС ОБУЧЕНИЯ*Муинджонов Д.¹**Научный руководитель: Степанян А.А.**Аннотация:*

Статья посвящена важности внедрения инноваций в процесс обучения, которые становятся неотъемлемой частью современной образовательной системы. В условиях стремительных изменений в технологиях, глобализации и развитии рынка труда традиционные методы обучения перестают удовлетворять требованиям времени. В статье рассматриваются проблемы, связанные с внедрением инноваций, такие как нехватка инфраструктуры, подготовка преподавателей и сопротивление изменениям. Статья посвящена важности внедрения инноваций в процесс обучения, которые становятся неотъемлемой частью современной образовательной системы.

Ключевые слова: инновации в образовании, информационно-коммуникационные технологии, виртуальная реальность, геймификация.

В условиях стремительных изменений в технологиях, глобализации и развитии рынка труда традиционные методы обучения перестают удовлетворять требованиям времени. В статье рассматриваются проблемы, связанные с внедрением инноваций, такие как нехватка инфраструктуры, подготовка преподавателей и сопротивление изменениям. Преимущества инноваций в обучении значительно перевешивают возможные трудности, что делает их внедрение необходимым для эффективного и адаптивного образовательного процесса. Современное общество переживает период стремительных изменений в связи с развитием технологий. Внедрение инноваций в процесс обучения становится неотъемлемой частью формирования эффективной образовательной системы, соответствующей требованиям времени, и отвечает на вызовы будущего. В данной статье рассмотрим, почему важно внедрять инновации в образовательный процесс, какие преимущества это дает учащимся и преподавателям, а также какие инновации являются наиболее значимыми для современного образования. Рассмотрим наиболее важные из них. Основным преимуществом инноваций является возможность персонализированного подхода к обучению. Однако использование современных технологий, таких как адаптивные обучающие системы позволяет преподавателю более точно подбирать материалы, соответствующие уровню знаний и интересам учащихся. Это помогает каждому студенту двигаться в своем темпе, повышая мотивацию и эффективность обучения. Использование инновационных технологий, таких как виртуальная реальность, интерактивные доски, геймификация, делает процесс обучения более увлекательным и интерактивным. Вовлеченность учащихся в образовательный процесс повышается, как они становятся активными участниками, а не пассивными слушателями. Ученые развивают не только знания, но и практические навыки, которые могут применить в реальной жизни. С помощью интернета и онлайн-ресурсов студенты смогут получать информацию из различных источников, что способствует углублению знаний и развитию навыков самостоятельной работы. Электронные курсы, образовательные платформы и ресурсы позволяют изучать темы в любое время и в любом месте, что делает образование более доступным и гибким. Внедрение инновационных технологий, таких как онлайн-обучение, помогает снизить затраты на образовательный процесс. Электронные курсы, видеолекции, учебные материалы, доступные через интернет, уменьшают необходимость в традиционных учебниках, а также позволяют организовать обучение без физического присутствия студентов в классе. Это делает образование доступным для широких слоев населения и способствует развитию дистанционного образования. Для того чтобы образовательный процесс стал более эффективным необходимо внедрять ряд инновационных методов и технологий. ИКТ в образовательном процессе является основой для внедрения большинства инноваций. Электронные учебники, мультимедийные презентации, виртуальные классы, приложения и другие цифровые инструменты помогают улучшить взаимодействие между преподавателями и студентами, делают процесс обучения более динамичным и разнообразным. Технологии виртуальной и дополненной реальности позволяют студентам погружаться в различные ситуации и модели, которые невозможно создать в

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реальном мире. В медицине студенты могут практиковаться на виртуальных моделях человеческого тела, а в инженерии — моделировать сложные механизмы. Это повышает эффективность обучения и помогает лучшему усвоению материала. Геймификация обучения включает игровые элементы в образовательном процессе. Это могут быть задания в виде конкурсов, тестов или симуляций, которые делают процесс обучения более увлекательным и мотивационным. Геймификация помогает студентам развивать навыки принятия решений, стратегического мышления и командной работы. Искусственный интеллект и машинное обучение могут значительно улучшить качество образовательного процесса. Адаптивные обучающие системы могут подстраивать образовательный контент под индивидуальные потребности каждого студента, предсказывать его успехи и предлагать дополнительные материалы для углубленного изучения. Не все учебные заведения имеют необходимую инфраструктуру для внедрения новых технологий, что позволяет преподавателям уделять больше времени творческим и аналитическим аспектам работы. Не все учебные заведения имеют необходимую инфраструктуру для внедрения новых технологий. Для использования онлайн-ресурсов, виртуальной реальности или геймификации необходимы специализированные устройства и программы, что требует значительных финансовых затрат. Это может стать серьезным препятствием для многих образовательных учреждений в развивающихся странах. Статья посвящена важности внедрения инноваций в процесс обучения, которые становятся неотъемлемой частью современной образовательной системы. В условиях стремительных изменений в технологиях, глобализации и развитии рынка труда традиционные методы обучения перестают удовлетворять требованиям времени. Ученые должны не только обеспечивать передачу знаний, но и развивать навыки, которые помогут учащимся успешно конкурировать на рынке труда в условиях постоянных изменений. Введение инноваций в образовательную сферу позволяет решить сразу несколько задач. Эксперты рассказали о росте качества образования. Методы и инструменты обучения позволяют более эффективно передавать знания, адаптируя процесс под индивидуальные потребности учащихся. Что такое Критическое мышление и творческие способности. Инновационные технологии помогут учащимся не только запоминать информацию, но и применять ее в реальных ситуациях, решать нестандартные задачи. Подготовка к требованиям современного рынка труда. Современные технологии и подходы в обучении помогают учащимся более подготовленными к профессиональной деятельности в условиях высоких технологий и быстро меняющихся условий. Технологии виртуальной и дополненной реальности позволяют студентам погружаться в различные ситуации и модели, которые невозможно создать в реальном мире. В медицине студенты могут практиковаться на виртуальных моделях человеческого тела, а в инженерии — моделировать сложные механизмы. Это повышает эффективность обучения и помогает лучшему усвоению материала. Геймификация обучения включает игровые элементы в образовательном процессе. Это могут быть задания в виде конкурсов, тестов или симуляций, которые делают процесс обучения более увлекательным и мотивационным. Геймификация помогает студентам развивать навыки принятия решений, стратегического мышления и командной работы. Искусственный интеллект и машинное обучение могут значительно улучшить качество образовательного процесса. Адаптивные обучающие системы могут подстраивать образовательный контент под индивидуальные потребности каждого студента, предсказывать его успехи и предлагать дополнительные материалы для углубленного изучения. Не все учебные заведения имеют необходимую инфраструктуру для внедрения новых технологий, что позволяет преподавателям уделять больше времени творческим и аналитическим аспектам работы. Не все учебные заведения имеют необходимую инфраструктуру для внедрения новых технологий. Для использования онлайн-ресурсов, виртуальной реальности или геймификации необходимы специализированные устройства и программы, что требует значительных финансовых затрат. Это может стать серьезным препятствием для многих образовательных учреждений в развивающихся странах. Не все преподаватели имеют необходимые знания и навыки для эффективного использования инновационных технологий. Поэтому важным аспектом внедрения инноваций в образовательный процесс является подготовка педагогов, повышение их квалификации и помощь в освоении новых методов обучения. Внедрение инноваций в образовательный процесс может столкнуться с сопротивлением со стороны преподавателей, так и студентов.

Студенты, привыкшие к традиционным методам работы, могут не быть готовы к изменениям, а студенты, привыкшие к традиционным формам обучения, могут испытывать трудности с адаптацией. Внедрение инноваций в процесс обучения является необходимостью для обеспечения качественного образования, соответствующего требованиям современного общества. Технологии и подходы помогают улучшить качество обучения, персонализировать процесс, повысить вовлеченность студентов и подготовить их к вызовам будущего. Для эффективного внедрения инноваций необходимо преодолевать проблемы, связанные с инфраструктурой, подготовкой преподавателей и сопротивлением изменениям. Преимущества от использования инноваций в обучении несомненно перевешивают возможные

трудности, и их внедрение является шагом к созданию более гибкой и эффективной образовательной системы.

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РОЛЬ АНАЛИЗА ЯЗЫКОВЫХ НАВЫКОВ В МЕТОДИКЕ ПРЕПОДАВАНИЯ

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Аннотация:

Статья посвящена анализу роли языковых навыков в методике преподавания иностранных языков. Рассматриваются основные виды языковых навыков, их влияние на процесс обучения, а также важность их оценки для выбора соответствующих методов преподавания. Особое внимание уделяется комплексному подходу к развитию всех аспектов языковой компетенции учащихся, а также необходимости корректировки методики обучения на основе анализа языковых навыков.

Ключевые слова: анализ языковых навыков, методы преподавания, языковая компетенция, аудирование, говорение, чтение, письмо, коррекция методики обучения, диагностика уровня знаний.

Анализ языковых навыков занимает важное место в современном обучении иностранным языкам. Это комплексный процесс, включающий в себя диагностику уровня знаний учащихся и их языковой компетенции, что является основой для выбора соответствующих методов преподавания и формирования учебных планов. Каждый из языковых компонентов, таких как аудирование, говорение, чтение и письмо, требует индивидуального подхода в обучении и постоянно контролируется преподавателем.

- Языковые навыки как основа обучения

Для успешного овладения иностранным языком необходимо учитывать развитие четырех основных языковых навыков: аудирования, говорения, чтения и письма. Каждый из этих навыков важен для полноценного освоения языка и требует особого внимания. Аудирование развивает способность воспринимать и понимать речь на слух, говорение – способность взаимодействовать в реальных ситуациях, чтение – умение понимать письменные тексты, а письмо – способность выражать мысли письменно.

Использование анализа этих навыков позволяет преподавателю не только диагностировать текущие достижения учащихся, но и выявить области, в которых необходимо дополнительное внимание и развитие.

- Влияние анализа языковых навыков на выбор методов преподавания

Анализ языковых навыков играет ключевую роль в выборе методов преподавания. Понимание уровня каждого из навыков у учащихся помогает корректно подобрать соответствующие упражнения и виды деятельности. Например, для улучшения навыков аудирования могут использоваться видеоматериалы, аудиозаписи, а для развития навыков говорения – ролевые игры и ситуации общения.

Преподаватель должен внимательно отслеживать достижения учащихся, корректировать методику обучения и включать те методы, которые способствуют эффективному развитию всех языковых навыков. Это позволит добиться наиболее высокого уровня владения языком и повысить интерес к учебному процессу.

- Оценка и корректировка методики преподавания на основе анализа языковых навыков

Важно помнить, что преподавание должно быть гибким и адаптивным, особенно в контексте анализа языковых навыков. Педагогический процесс не должен быть статичным. Регулярная оценка уровня знаний и обратная связь помогают корректировать методику и внедрять новые подходы. Например, если учащиеся испытывают сложности с определёнными грамматическими конструкциями, необходимо уделить дополнительное внимание этим аспектам на уроках.

Преподаватель также должен учитывать уровень мотивации учащихся и их готовность к самостоятельному обучению, чтобы стимулировать их активное участие в процессе обучения.

Анализ языковых навыков представляет собой важный инструмент в методике преподавания, позволяющий эффективно организовать обучение и создать условия для успешного освоения иностранного языка. Регулярная диагностика уровня знаний учащихся и использование соответствующих методов преподавания в зависимости от их потребностей способствуют улучшению всех аспектов языковой компетенции и обеспечивают более глубокое и осознанное усвоение материала.

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ФРАНЦУЗ ТИЛИНИ ЎҚИТИШ МЕТОДЛАРИДА ИННОВАЦИЯНИНГ ОТМДАГИ АҲАМИЯТИ

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Аннотация:

Ушбу мақолада француз тилини ўқитишда инновацион методларнинг аҳамияти таҳлил қилинади. Замонавий педагогик ёндашувлар, рақамли технологиялар ва интерактив усуллар тил ўрганиш жараёнини самарали қилишда қандай роль ўйнаши ёритилади. Шунингдек, инновацион ёндашувларнинг афзалликлари ва уларни қўллашда учрайдиган муаммолар ҳам таҳлил қилиниб, уларни ҳал қилиш йўллари таклиф қилинади.

Калит сўзлар: инновация, француз тили, таълим методлари, ОТМ, рақамли технологиялар, интерактив ўқитиш, тил муҳити, педагогик ёндашувлар.

Бугунги кунда олий таълим муассасаларида чет тилларини, жумладан, француз тилини ўқитишда анъанавий методлар етарли даражада самарали бўлмаслиги мумкин. Талабаларнинг тилни ўрганишга қизиқиши ва мулоқот кўникмаларини ривожлантириши учун инновацион ёндашувлар жорий этилиши зарур. Ушбу мақолада француз тилини ўқитишдаги инновацион усуллар, уларнинг афзалликлари ва уларни қўллашнинг амалий мисоллари келтирилади.

- Инновациянинг таълимдаги роли ва аҳамияти

Тил ўрганиш жараёни замонавий дунё талабларига мос бўлиши учун педагогик методлар ва ўқитиш воситалари доимий равишда янгиланиб бориши керак. Инновациялар талаба учун қулай ва самарали муҳит яратиб, қуйидаги афзалликларни тақдим этади:

Талабаларнинг қизиқишини оширади;

Тил муҳитини яратишга ёрдам беради;

Интерактив ва амалий ўрганиш имконини тақдим этади;

Талабаларнинг мустақил ўқиш кўникмаларини ривожлантиради.

Бироқ, инновацион ёндашувларни жорий этишда айрим қийинчиликлар ҳам мавжуд. Жумладан:

Олий таълим муассасаларида рақамли ресурсларга кириш имконияти чекланган бўлиши мумкин;

Барча ўқитувчилар ҳам янги технологияларни тез ўзлаштира олмайди;

Талабаларнинг рақамли таълим платформаларига бўлган муносабати турлича бўлиши мумкин.

- Француз тилини ўқитишдаги замонавий инновацион методлар

- Цифровизация ва онлайн таълим платформалари

Француз тилини ўрганишда интерактив ва рақамли технологиялар муҳим ўрин тутди. Қуйидаги воситалар энг самарали инновациялардан бири ҳисобланади:

Duolingo, Babbel, Rosetta Stone – грамматика ва луғатни мустақил равишда ўрганиш учун;

Quizlet ва Anki – сўз бойлигини ошириш ва такрорлаш учун;

Zoom ва Google Meet – хорижий ўқитувчилар ва ҳамкасблар билан мулоқот қилиш учун.

Мисол: Франциядаги Сорбонна университетида талабалар Zoom орқали француз тилида халқаро мулоқот сессияларида иштирок этишади, бу уларнинг ишончини ва нутқ малакасини ривожлантиради.

- Гамификация (ўйинлаштириш) ва виртуал реаллик (VR)

Талабаларга ўйин орқали тил ўргатиш жараёни қизиқарли ва самарали қилади.

Квест ва симуляция ўйинлари – талабалар француз тилида топшириқлар бажаради.

VR муҳитида машғулотлар – талабалар Францияга саёҳат қилгандай тажриба орттиради.

Мисол: Франциядаги Alliance Française маркази VR технологияларидан фойдаланиб, талабаларни воқеавий муҳитга олиб киради. Бу метод уларнинг мулоқот қобилиятини анъанавий дарсларга нисбатан 50% га яхшилаши аниқланган.

- CLIL (Content and Language Integrated Learning) методикаси

Ушбу методикада талабалар француз тилини бошқа фанлар (тарих, иқтисодиёт, сиёсат) билан биргаликда ўрганади.

¹ Юсупова Д., СамДЧТИ талабаси

Мисол: Германия университетларидан бирида талабалар иқтисодиёт бўйича французча дарсларда қатнашиб, соҳавий атамаларни ўрганишади.

- Ижтимоий тармоқлар ва подкастлар орқали ўқитиш

Француз тилидаги подкастлар, YouTube каналлари ва блоглар тилни тезроқ ўзлаштиришга ёрдам беради.

Français Authentique – ҳар кунлик сўзлашув кўникмаларини оширади.

TV5Monde – видео материаллар билан тилни ривожлантиради.

Мисол: Талабалар Telegram ва Instagram’да француз тилида контент яратиб, ёзиш малакасини ривожлантиради.

- Инновацион ёндашувларнинг афзалликлари ва муаммолари

Афзалликлари:

Амалий мулоқотни кучайтириш;

Интерактив ёндашувлар талабаларнинг реал вазиятларда француз тилида мулоқот қилиш қобилиятини оширади;

Индивидуал таълим стратегияси;

Технологиялар ҳар бир талабанинг ўрганиш услубига мослашади;

Мустақил ўқишни ривожлантириш.

Муаммолари:

Қимматбаҳо технологиялар (VR, интерактив платформалар) барча университетларда мавжуд эмас;

Барча талабалар рақамли ўқитишга мослаша олмайди;

Ўқитувчиларни янги методларга тайёрлаш зарурати.

Француз тилини ўқитишда инновацияларни жорий этиш талабаларнинг тилни тез ва самарали ўрганиши учун муҳим аҳамият касб этади. Гамификация, виртуал реаллик, онлайн платформалар ва ижтимоий тармоқлардан фойдаланиш тил муҳитини яратишга ёрдам беради. Лекин инновацияларни самарали татбиқ этиш учун инфратузилмани ривожлантириш ва ўқитувчиларни тайёрлашга эътибор қаратиш зарур.

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**TIL QOBILIYATLARINI BAHOLASH VA TAHLILDA
RIVOJLANISHLAR**

**INNOVATIONS IN THE ASSESSMENT AND ANALYSIS
OF LANGUAGE SKILLS**

**НОВШЕСТВА В ОЦЕНКЕ И АНАЛИЗЕ ЯЗЫКОВЫХ
НАВЫКОВ**

SECTION III INNOVATIONS IN THE ASSESSMENT AND ANALYSIS OF LANGUAGE SKILLS

ЎЗБЕК ТИЛИДА АСПЕКТУАЛ СЕМАНТИКА ИФОДАЛАНИШИ

Мирсанов Ғ.Қ.¹

Аннотация:

Ушбу диссертацияда ўзбек тилидаги "бормоқ" феъли мисолида аспектual семантика ифодаланиши таҳлил этилган. Асосий диққат феълнинг чегараланган ва чегараланмаган семантик хусусиятларини аниқлаш ҳамда уларнинг морфо-синтактик воситалар орқали қандай намоён бўлишига қаратилган. Таҳлил давомида "бормоқ" феълнинг турли контекстларда ТАВ (терминатив аспектual вазият), ПАВ (процессуал аспектual вазият) ва П+ТАВ каби аспектual ҳолатларни қандай ифодалаши мисоллар асосида кўрсатиб берилган. Ҳаракатнинг тугалланганлиги, давомийлиги ёки бошланганлиги морфологик шакллар ва контекстуал конкретизаторлар таъсирида қандай ўзгариши тадқиқ этилган. Шунингдек, "бормоқ" феълнинг бошқа ҳаракат усулини билдирувчи феъллар ва кўмакчи феъллар билан бирикмада келиши орқали вужудга келадиган аспектual вазиятлар синтактик ва семантик жиҳатдан чуқур ўрганилган. Илмий ишлар, хусусан Ҳожиев, Гузев, Юлдашев ва Насиловнинг тадқиқотларига таянилган ҳолда, аспектualликнинг туркий тиллар грамматик тизимидаги ўрни янада равшанлаштирилган.

Калит сўзлар: аспектualлик, бормоқ феъли, терминативлик, процессуаллик, тус-замон шакллари, контекст конкретизатори, чегараланганлик, аналитик шакл, ўзбек тили, феъллар семантикаси.

Ўзбек тилининг изоҳли луғатига назар ташлаймиз. Ўзбек тилининг изоҳли луғатида бормоқ феълнинг олти юриш-ҳаракат маъноси келтирилган: а) Сўловчи ёки кузатувчининг турган жойидан, ёнидан узоқлашмоқ, нари кетмоқ, манзил тамон ҳаракат қилмоқ; б) бирор манзилга етмоқ; в) транспорт воситасида нари томон юрмоқ; г) бирор жойда бўлмоқ; д) бир йўналишда, нари томон ҳаракат қилмоқ, илгариламоқ; е) давом этмоқ, қатнамоқ. Кўриниб турибдики, келтирилган изоҳларда бормоқ феълнинг (а),(б),(в),(г),(е) пунктларида чегараланганлик семантикаси мавжуд, чунки бу ҳар бир маънода ҳаракатнинг бошланғич ёки якуний чегараси бор. Шунингдек (д) изоҳда чегараланмаганлик семантикасини кузатишимиз мумкин. Демак бормоқ феълда чегараланган ва чегараланмаган хусусиятлар мавжуд бўлиб, бу феълни лимитатив нейтрал акционал феъллари гуруҳига тегишли деб қарашимиз мумкин. Бормоқ феъли предикат вазифасида субъектнинг ўзи мавжуд бўлган пунктдан (йўналиш бошланувчи пунктдан), йўналиш қаратилган пунктга қараб бўладиган ҳаракатни билдиради /Ҳожиев, 1966: 67/. Умуман бормоқ феъли ўткан замон шаклида тугалланганлик маъносига эга бўлади. Масалан: (115) Капитан эшикка етганда тўхтади ва орқасига қайтди. Ровонга кўтарилиб кампирнинг ёнига борди (Ў.Умар, 325); (116) Ўша куннинг эртасига у Муниҳонни топди. Театрга боришди (Ў.Умар, 197). Келтирилган мисоллар ўтган замон шаклида бўлиб, субъект ҳаракатининг охириги манзилга етиб тугалланганлиги натижасида ТАВ ифодаланган. ТАВ шунингдек эргашган қўшма гапларда бир ҳаракатдан иккинчисига ўтган ҳолатларда, яъни ҳаракатнинг кетма-кетлиги ифодаланганда ҳам кузатилиши мумкин. Масалан: (117) Саратон офтоби аёвсиз қиздираётган, оёқ остида қум, бетон қоришмасининг кукунлари сочилиб ётган майдончадан ўтиб, каллакланган тол тагига бориб ўтирди (Ў.Умар, 48).

Таъкидланганидек, гапдаги қўшимча морфо-синтактик воситалар таъсирида аспектual ҳолатлар ҳам ўзгариб боради. "Бормоқ" феъли субъектнинг ҳаракат усулини билдирадиган равишлар билан келиб, якуний манзил мавжуд бўлганда П+ТАВ кузатилади. Масалан: (118) –Мен, –деди хира овоз –Мен... . Абдулла югуриб унинг олдида борди (Ў.Умар, 98); (119) Дадам бўғинларини шиқирлатиб ўрнидан турди, оқсоқланиб токча олдида борди (Ў.Ҳошим, 13). Ушбу мисоллардаги процессуалликни югуриб, оқсоқланиб равишлари ифодалаган бўлса, терминативлик ўтган замон шаклидаги феъл ҳамда олдида жўналиш келишкли кўмакчининг ўрин ҳол вазифасидаги конкретизатор таъсирида ҳосил бўлган. Ўтган замон шаклида бормоқ феъли фақатгина процессуалликни билдириб келиши ҳам мумкин. Бу ҳолда якуний пунктнинг йўқлиги, ҳамда давомийликни билдирадиган морфо-синтактик белгиларнинг мавжудлигида деб изоҳлашимиз мумкин. Масалан; (120) Обид ака олдинда, Абдулла билан Гулчеҳра орқада. Анчагача

¹ Мирсанов Ғ.Қ., СамДЧТИ, Инглиз тили тарихи ва грамматикаси, ф.ф.д. проф.

жим боришди (Ў.Умар. 20). Ушбу ҳолатда ҳаракатнинг йўналиши маълум, аммо якуний нуқтага етиб тугалланмаганлиги, яъни ҳаракат бош ва якуний манзил оралиғидалиги ифодаланган. Хусусан В.Г.Гузев туркий тиллардаги замон шаклларнинг аспектualiлигини кузатувчи томонидан қараладиган ҳаракатнинг оқими ва шу ҳаракатнинг амалга ошиши вақтида ички томондан кузатиладиган жараён ёки бир бутун факт сифатида намаён бўладиган маънолардир деб қарайди /Гузев, 1990: 69-82/. Автор давомий замонни ҳаракат оқимидаги ягона йўналиш нуқтасига эга, бир ориентацияли системадаги аспект семаси сифатида изоҳлайди. Демак “бормоқ” феъли давомли замонда бирор йўналишдаги процесснинг медиал фазасида бўлади. Масалан: (120) Шундай қилиб «Қора аммам»никига йўл олдик. Олдинда дадам чўлоқланиб бораяпти (Ў.Ҳошим. 16); (121) Поезд бир оҳангда тақ-туқ, тақ-туқ қилиб борарди (Ў.Умар. 66). Ушбу мисоллардан кўриниб турибдики ПАВ грамматик давомийлик тус-замон таъсирида ҳосил бўлган.

Юлдашев «босқичи аниқланмаган ҳаракатнинг кучая боришини (нарастание действия без уточнения этапа) билдиради» деган мулоҳазани келтиради /Юлдашев, 1965: 79/. Д. М. Насилов югурмоқ, чопмоқ феъллари бор кўмакчи феъли билан бирикиб аналитик шакл ҳосил қилади деган фикр билдиради. Д. М. Насиловнинг фикрича, бундай ҳолат «маълум макон, вақт йўналишида ҳаракатга кирган ва шу билан бирга давом этаётган ҳаракатни кўрсатади» /Насилов, 1978: 123/. Шунини айтиб ўтиш жоизки, ҳаракатнинг бошланиши, давомийлиги ёки тугалланганлиги ушбу ҳолатларда ҳам тус-замон шаклларига боғлиқ. Масалан: (133) У бўш челақни даранглади чопиб бораркан, шудгорга ботганича тўхтаб ўтирилди (Ў.Ҳошим.312); (134) Югуриб борарканман, ҳамон билагимда дори халтача, бир кўлимда дафтар борлигини ҳис этиб турардим (Ў.Ҳошим. 275); (135) Ғуломжон югуриб бориб, Соли Совуқ қўлидаги қамчиға чанг солди (М.Исм.75); (136) Абдувалига эргашиб югуриб бордим (Ў.Ҳошим. 111). (137) Ўранган қиз ичкари эшиқдан ҳатлар-ҳатламас паранжини иргитди ва ўзининг болалик руҳи билан югуриб бориб, Зебини қучоқлади (Чўлпон.6). Келтирилган (133), (134) мисолларда ПАВ ифодаланган бўлиб, процессуаллик бор кўмакчи феълнинг давомли замонда қўлланилганлиги натижасида ҳосил бўлган, югуриб, чопиб равишлари ҳаракат усули билан бир вақтда процессуалликни ҳам билдириб келган. Қолган (135), (136), (137) мисоллардаги югуриб, чопиб равишлари ҳам субъект ҳаракати ва процессуалликни ифодаб келган ва ПАВ+ТАВ модели ҳосил бўлган. Гаплардаги терминативлик бормоқ феълнинг чегараланган хусусияти ва ўтган тус-замон шакли қўшимчаси ҳамда сабаб эргаш гапли қўшма гапдаги феъл ҳаракатининг тугалланиши таъсирида ҳосил бўлган. А.Ҳожиев бу бирикув феъллари билдирган ҳаракатни «масофа бўйлаб бўладиган ҳаракат (юриш, учиб) “бор” феъли билдирган ҳаракатнинг бажарилиш усулини кўрсатувчи ҳаракатдир» деган изоҳни келтиради /Ҳожиев, 1966:72/. А.Ҳожиевнинг бу фикрига қўшилган ҳолда, шунини қўшимча қилишимиз мумкинки, бор кўмакчи феъли ҳаракатнинг манзил нуқтасига интилиши ва жараённинг амалга ошишини ҳам кўрсатади. Аспектual вазиятлар эса тус-замон шаклларига боғлиқ ҳолда ҳосил бўлади.

“Бормоқ” феъли ҳосил қиладиган АВлар контекст конкретизаторлари билан бир вақтда тус-замон шаклларига боғлиқ. “Бормоқ” феъли предикат вазифасида ўтган замон шаклида ТАВ ва П+ТАВни ифодаласа, давомли тус-замон шаклида эса бошқа ЮҲФлар сингари якуний манзилга интилган ПАВни англатади. “Бормоқ” феъли етакчи феъл вазифасида фақатгина чегараланган маъноли кўмакчи феъллар билан бирика олиши аниқланди. Бу бирикмалар томонидан ифодаланадиган АВлар бор кўмакчи феълнинг семантикаси билан боғлиқ бўлиб, бошқа чегараланган хусусиятли феъллар каби Б+ПАВ, ИАВ, ТАВ каби аспектual вазиятларни ҳосил қилиши мумкин экан.

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ЛЕКСИКОГРАФИЧЕСКАЯ ИНТЕРПРЕТАЦИЯ ФРАЗЕОЛОГИЧЕСКИХ ЕДИНИЦ

Ходжиева М.Х.¹, Обруева Г.Х.²*Аннотация:*

В статье автор дает описание культурно маркированных фразеологизмов, которые тесно связаны с проблемами исследования человеческого сознания, восприятия мира и их средств отражения в языке. Любое речевое высказывание проходит когнитивную обработку - интерпретацию посредством идеографической информации.

Ключевые слова: фразеология, когнитивный анализ, картина мира, фразосемантика, национальная семантика, мышление, метафора.

Как отмечает Н.Д. Арутюнова, «в последние десятилетия центр тяжести в изучении метафор переместился из филологии, в которой превалировал анализ и оценка поэтической метафоры, в область изучения практической речи и в те сферы, которые обращены к мышлению, познанию, сознанию, к концептуальным системам и, наконец, к моделированию искусственного интеллекта. В метафоре стали видеть ключ к пониманию основ мышления и процессов создания не только национально-специфического видения мира, но и его универсального образа. Метафора тем самым укрепила связь с логикой с одной стороны, и мифологией - с другой» [1, с.5-6].

На начальном этапе развития когнитологии как самостоятельной лингвистической дисциплины А. Вежбицкая и ее последователи стремились подчеркнуть именно эту самостоятельность, выделить (если не отделить) когнитологию и из традиционной семасиологии, и из традиционной лексикологии и фразеологии. Подчеркивая семантическую компликативность когнитологии и дву- или даже триединство концепта как абсорбатора культурологической информации, национальной и языковой маркированности, когнитологи многоканально отстаивали право на инновативность своей.

И действительно: когнитология, которой лингвисты интенсивно занимаются уже более 20 лет, стала достаточно полезным этапом нашей лингвистики. Полезность этого этапа заключается, несомненно, в том, что когнитивисты самого разного толка (в смысле различных толкований термина концепт), вновь повернули современную лингвистику к древней, как языковедческий мир, проблеме взаимосвязи и взаимодействия языка и окружающей действительности, языка и культуры.

Не случайно уже на самом раннем этапе развития когнитологии некоторые лингвисты, весьма прямолинейно предупреждали о такой опасности и констатировали, что декларируемая А. Вежбицкой и ее последователями инновативность поисков языковой картины мира не нова. Так, петербургский теоретик общего языкознания профессор Вадим Борисович Касевич в статье «О когнитивной лингвистике» весьма аргументировано доказывал, что о когнитивной теории как отдельной и особой науке говорить проблематично, ибо изначально языкознание было связано с теорией и практикой познания и без семантики не существовало [3, с.75].

Лингвисты остановились на трех дисциплинах, взаимодействие с которыми, как кажется, может стать для нашей когнитологии целительным: культурология, историческая фразеология и сопоставительная (resp. конфронтативная) лингвистика.

Разумеется, данные всех этих дисциплин так или иначе, во всяком случае, некоторыми когнитивистами, пускались в оборот при когнитивном анализе фразеологии. Однако, привлечение таких данных, как правило, оказывалось спорадическим, противоречивым и поверхностным [4].

Обычно факты, добытые культурологами, этимологами и конфронтологами, берутся в когнитологии без аргументации их достоверности, неразборчиво – в угоду того или иного теоретического постулата, выдвинутого конкретным автором. Это – в лучшем случае, в худшем же (и, к сожалению, отнюдь не редком) вся эта междисциплинарная триада просто-напросто игнорируется.

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Известно, что пробным камнем достижений лексикологии и фразеологии являются словари. В лексикографическом преломлении наиболее ярко проявляются достоинства и недостатки той или иной отрасли лингвистики.

В этом смысле «Большой фразеологический словарь русского языка. Значение. Употребление. Культурологический комментарий» под редакцией В. Н. Телия (БСФРЯ, 2006) и «Фразеологический словарь: Культурно-познавательное пространство русской идиоматики» Н. Ф. Алефиренко и Л. Г. Золотых (2008) – достойный полигон, на котором когнитологи и начали недавно испытывать взаимодействие когнитологии с другими, смежными дисциплинами [4].

В этих словарях представлено взаимодействие интересующей нас междисциплинарной триады. Нельзя отрицать, что составители двух названных словарей достаточно внимательны к диахроническому фону описываемой ими с когнитивистских позиций фразеологии. Такой фон, собственно, и является своеобразным лингвокультурологическим «трамплином» для развертывания различного рода концептных информации, предлагаемых читателю.

Бросаются в глаза разночтения в выборе этимологических версий: если в словаре под редакцией В. Н. Телия обнаруживается тенденция при двух и нескольких интерпретациях внутренней формы ФЕ излагать их, подчеркивая затем предпочтительность и аргументированность наиболее убедительной из них, то Н. Ф. Алефиренко и Л. Г. Золотых избирают обычно «однолинейную» позицию, стремясь кодифицировать то или иное историко-этимологическое толкование как единственное. Типичный пример – интерпретация фразеологизма точить ляды.

Отмечая, что это выражение возникло, видимо, гораздо раньше XVIII в. и потому является древнерусским, авторы словаря принимают нашу историко-этимологическую расшифровку [5, с.356-359], в соответствии с которой оно восходит к общеславянскому корню и его диалектным глагольным лексемам лядить и лядничать «рассказывать о былом и небылицах», «балагурить», «лестить», «говорить пустяки». При этом авторы недвусмысленно подчеркивают, что вторая версия «менее убедительна, т. к. связь фразеологизма с блясы, блясына резной или точеный столбик, укр. блясы перила вторична, она вызвана народно-этимологическими ассоциациями.

Таким образом, культурный смысл фразеологизма следует охарактеризовать с опорой на первую этимологию. Образ фразеологизма воспринимается на фоне традиционно отрицательного отношения к болтливости, отчего фразеологизм в целом играет роль стереотипного представления о болтовне, пустословии» [6, с.698].

В словаре Н. Ф. Алефиренко и Л. Г. Золотых о первой, собственно лингвистической версии, ничего не сообщается, зато толкование В. В. Виноградова популярно излагается с яркими культурологическими подробностями: «На Волге издавна славились семеновские блясыники. Из осиновых плах выделывали они фигурные блясыны для украшения перил, балконных поручней, оконных рам, оград. Работа эта считалась сравнительно легкой и несерьезной: вытачивать столбики, резать из них безделушки, головки зверей, петушков, вазы, кувшинчики – это не дом поставить. Блясыники украшали затейливой резьбой, фантастическими змеями и драконами волжские суда.

Постепенно этот промысел исчез, но память о блясыниках осталась в живой речи. Веселыми были они говорунками: точили блясы (или ляды) и пели, вели бойкий, шутливый разговор. Отсюда и пошло выражение точить ляды». Благодаря художественности такого описания народно-этимологическое толкование оборота приобретает, по словам составителей, статус «обыденной лингвокультуры».

«Образ фразеологизма создается метафорой, уподобляющей внешне активное, энергичное, но безрезультатное, бессмысленное занятие безделью» [6].

Еще определеннее этот когнитивный код очерчивается в словаре Н. Ф. Алефиренко и Л. Г. Золотых. Отвергая не только прозрачные ассоциации, вытекающие из значения компонентов этого фразеологизма, но и этимологическую привязку к немецкому по происхождению слову лодырь, составители заостряют внимание читателя на яркой (как обычно бывает с народно-этимологическими легендами) истории, якобы ставшей сюжетом нашего выражения: «Выражение на слуху и кажется достаточно прозрачным по своему значению. Его смысловым стержнем является имя существительное лодырь. Оно только на первый взгляд кажется исконно русским. А на самом деле – заимствованное из немецкого. Немцы, муштровавшие русских подмастерьев или управлявшие помещичьими именными (русские помещики очень ценили немецкую дисциплину и порядок).

В старых немецких говорах лоддэр (современное – lotter) значило «бездельник». Такое объяснение было бы убедительным, если бы не вопрос: почему такая странная сочетаемость слов, ведь гонять никак не ассоциируется с бездельем. Наоборот, гонять – значит заставлять что-либо делать!

Анализ двух фразеологических словарей когнитивного типа, созданных ведущими специалистами этого лингвистического направления, убедительно демонстрирует необходимость более тесного

взаимодействия когнитологии с культурологией, исторической фразеологией и сопоставительной лингвистикой. Чем глубже и более доказуемо диахронисты, будут погружаться во внутреннюю форму исследуемого нами фразеологизма, тем более объективны будут его когнитивные интерпретации и лексикографическое описание.

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ASSESSING HIGHER-ORDER THINKING SKILLS THROUGH MULTIPLE-CHOICE QUESTIONS

L. Train ¹

Abstract:

Multiple-choice questions (MCQs) are favored by educators for their simplicity in both construction and grading, as well as for their utility in data collection and analysis. However, it is often assumed that MCQs can only measure lower-order thinking skills (LOTS). This paper challenges that assumption by examining three case studies - the Force Concept Inventory, a university biology exam developed by Jamie Jensen and colleagues, and the NCLEX-RN - to illustrate how scenario-based questions and carefully crafted distractors can successfully assess higher-order thinking skills (HOTS). The findings suggest that the deliberate design of MCQs around real-world scenarios and plausible distractors can elicit application, analysis, and evaluation, thereby expanding the potential of MCQs beyond the testing of rote memorization.

Key words: assessment, higher-order thinking skills, multiple-choice questions, Bloom's Taxonomy, analytical thinking, critical thinking.

Introduction

Multiple-choice questions (MCQs) are attractive to many educators because they are relatively simple to formulate, require minimal time to grade, and allow for the straightforward collection and analysis of test data. These features can inform other stages of the planning process by providing timely insights that help educators adapt instruction to students' needs. However, it is widely believed that MCQs mainly assess lower-order thinking skills (LOTS), such as remembering and understanding, as per Bloom's Taxonomy. While these skills are foundational for learning, education should also aim to develop higher-order thinking skills (HOTS), such as application, analysis, and evaluation. These more advanced skills are notoriously difficult to measure, and many educators assert that MCQs are inherently unable to do so. This paper challenges that assumption by examining three case studies in which MCQs were effectively used to assess higher-order thinking. It then highlights the design features common to all three, culminating in recommendations for educators who want to develop their own MCQs capable of evaluating deeper cognitive processes.

Case Study 1: The Force Concept Inventory

The "Force Concept Inventory" (FCI) is a multiple-choice test developed in the United States in the 1980s to assess understanding and application of Newtonian mechanics among post-secondary physics students. Although multiple versions of this test exist, most contain only multiple-choice questions (Hake, 2011). Crucially, the FCI is designed to measure conceptual reasoning rather than rote memorization. Its items employ plain-language descriptions of real-life scenarios - such as dropping an object or pushing a cart - and challenge students to apply fundamental physics principles to novel contexts (Hake, 2011). Because the questions focus on understanding forces and motion in realistic situations, success depends on one's ability to analyze and apply underlying principles, rather than merely remember or understand them.

One distinctive feature of the FCI is its use of carefully constructed distractors that reflect common misconceptions (Hake, 2011). For example, a question about falling objects may include a distractor which reflects the common misconception that heavier objects fall faster. When all answer choices seem plausible, students must reason more deeply about why one option is correct and another incorrect. By avoiding isolated factual or formula-based queries, the test compels learners to think conceptually. A sample question from the FCI is reproduced below:

Two steel balls, one of which weighs twice as much as the other, roll off of a horizontal table with the same speeds. In this situation:

- A. both balls impact the floor at approximately the same horizontal distance from the base of the table.
- B. the heavier ball impacts the floor at about half the horizontal distance from the base of the table than does the lighter.
- C. the lighter ball impacts the floor at about half the horizontal distance from the base of the table than does the heavier.
- D. the heavier ball hits considerably closer to the base of the table than the lighter, but not necessarily half the horizontal distance.

¹ Train Louis

E. the lighter ball hits considerably closer to the base of the table than the heavier, but not necessarily half the horizontal distance.

(Hestenes et al., 1992, p. 154)

Case Study 2: Jensen's Biology MCQ Exam

In 2014, Professor Jamie Jensen and her colleagues at an American university developed an MCQ-based exam that explicitly sought to assess higher-order thinking skills among biology students (Jensen et al., 2014). Rather than simply asking students to define key terms, this exam required learners to apply their knowledge to novel scenarios, predict outcomes of hypothetical experiments, and evaluate data.

The exam's distractors were often highly similar to each other and the correct answer (Jensen et al., 2014). Learners therefore had to think through each option rather than relying on superficial cues to dismiss obviously incorrect answers. This approach forced them to integrate and weigh multiple pieces of information, bringing them into the higher domains of Bloom's Taxonomy. A sample higher-order question from Jensen's exam is reproduced below:

The hydrogen car runs off the power of hydrogen created from water in the process of electrolysis (i.e., the splitting of water). In this process, water is split into hydrogen and oxygen gases by running an electrical current through the water. This is done by placing two metal rods in the water and attaching them to an electrical source. The cathode donates electrons to the solution; whereas the anode accepts electrons from the solution. The reactions at each node are shown below (keep in mind that these reactions are happening at the same time): At the Cathode, where hydrogen gas bubbles are produced: $2\text{H}^+ + 2\text{e}^- \rightarrow \text{H}_2$ (gas) At the Anode, where oxygen gas bubbles are produced: $2\text{H}_2\text{O} \rightarrow \text{O}_2$ (gas) + $4\text{H}^+ + 4\text{e}^-$ xviii. How many electrons must come from an outside source (like the anode or cathode) to make this reaction run?

- Two electrons are being donated by the cathode
- Two electrons are being donated by the anode
- Four electrons are being donated by the anode
- Eight electrons are being donated by the anode
- No electrons are being donated, they are all contained within the original water molecule

(Jensen et al., 2014, p. 326)

Case Study 3: The NCLEX-RN Nursing Licensure Exam

The NCLEX-RN is taken by thousands of nursing graduates in the United States and Canada each year and is widely regarded as the gateway to a respected, often well-paid profession. In North America, nursing degrees can take up to four years to complete, and the median annual salary of a nurse in the USA is nearly \$90,000, making it essential that the licensing exam be both valid and reliable (Bureau of Labor Statistics, 2024). This computer-adaptive test primarily uses scenario-based items that necessitate analysis of patient cases, interpretation of clinical data, and application of nursing knowledge to deliver safe, effective care (National Board of Medical Examiners, 2024).

Typical questions provide a concise clinical vignette describing a patient's symptoms, medical history, and current status, then ask for the best action or decision (National Board of Medical Examiners, 2024). Because several answer choices frequently appear valid, examinees must discriminate among them based on urgency, appropriateness, and the clinical priorities outlined in nursing practice. Distractors are chosen to be plausible, reflecting realistic alternatives a nurse might consider (Wendt et al., 2007). The NCLEX-RN further incorporates stimuli like lab results, vital signs charts, or audio clips of heart and lung sounds, requiring examinees to interpret multiple data sources. Its emphasis on genuine clinical reasoning translates into the measurement of higher-order thinking skills - application, analysis, and evaluation - in a complex, real-world context. A sample vignette-type question from the NCLEX-RN is reproduced below:

VIGNETTE:

A 32-year-old man comes to the office because of a 4-day history of progressive weakness in his extremities. He has been healthy except for an upper respiratory tract infection 10 days ago. His temperature is 37.8°C (100.0°F), pulse is 94/min, respirations are 42/min and shallow, and blood pressure is 130/80 mm Hg. He has symmetric weakness of both sides of the face and the proximal and distal muscles of the extremities. Sensation is intact. No deep tendon reflexes can be elicited. Babinski sign is absent.

LEAD-IN:

Which of the following is the most likely diagnosis?

OPTION SET:

- Acute disseminated encephalomyelitis
- Guillain-Barré syndrome
- Myasthenia gravis
- Poliomyelitis

E. Polymyositis

(National Board of Medical Examiners, 2024, p. 12)

Analysis and Synthesis

Two consistent features emerge from these three case studies: the use of scenario-based questions and the construction of plausible distractors. All three exams center their questions around realistic contexts. The FCI describes everyday motions (like falling objects) that force students to apply physics principles rather than recite formulas; the biology exam requires predictions about experiments and ecosystems; and the NCLEX-RN presents patient vignettes requiring clinical judgment. These scenarios prompt learners to generate explanations, propose solutions, or anticipate outcomes - tasks that go well beyond basic recall.

Scenario-based MCQs are essential for assessing HOTS because they require learners to integrate their knowledge in a context that mirrors real-world problem-solving. By forcing students to analyze the relationships between details in the prompt, such items demand cognitive processes at the application, analysis, or evaluation levels of Bloom's Taxonomy. They also encourage metacognition, as students must reflect on the rationale for selecting or discarding particular options.

Equally important are the plausible distractors. When distractors match common errors or misconceptions - such as the belief that heavier objects fall faster - the test-taker must engage in critical discrimination. This process exposes any weak points in understanding and compels students to justify their chosen response against alternatives that appear correct on the surface. Developing these kinds of distractors is therefore integral to designing MCQs that genuinely gauge deeper thinking, since guesswork becomes less effective if a superficial glance cannot easily eliminate incorrect responses.

From this analysis, a straightforward synthesis emerges. Educators seeking to assess higher-order thinking skills with MCQs should prioritize real or realistic scenarios demanding explanation, solution-finding, or data interpretation. They should also ensure that distractors are drawn from genuine mistakes or misconceptions. By doing so, multiple-choice tests can move beyond testing recall and engage learners in higher-level cognitive tasks.

Conclusion

MCQs are not intended to replace every other form of assessment. Performance-based evaluations remain indispensable for judging hands-on competencies and other skills that do not lend themselves well to multiple-choice formats. Nonetheless, it is misleading to dismiss MCQs solely for their perceived limitation to lower-order thinking. As shown by the Force Concept Inventory,

Jamie Jensen's biology exam, and the NCLEX-RN, MCQs that feature realistic scenarios and credible distractors can effectively measure application, analysis, and evaluation. Instructors should thus consider the demands of their educational context when deciding how best to assess their students. By thoughtfully crafting MCQs that reflect real-world situations and plausible alternative answers, educators can broaden the cognitive scope of their assessments and ensure that students are challenged to exercise higher-order thinking.

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GAMIFICATION AS TOOLS FOR ENHANCING LEARNING ABILITIES: THEORY AND PRACTICE

G. Telegina ¹, F. Murodova ²*Abstract:*

Gamification is the practice of applying game mechanics and design elements to non-game contexts to increase user engagement. It appears in contexts of business, education and personal development. This article explores how gamification facilitates language learning from a learner's perspective. The objective of this is to find out how gamification can facilitate second language acquisition, if it can that is and what kind of user experiences modern game-based learning tools can offer. It is written from an individual language learner's point of view within the frame work of language learning theories and study made in the field of gamification.

Key words: gamification, game elements, language learning, learner engagement, motivation, competition, digital education, interactive learning, game-based instruction, video games, second language acquisition, immersive environment, educational technology.

Introduction

Gamification is to use game elements in a non-game context to increase engagement between human and computer, on the other hand, to encourage in-demand for good behaviors in learning. This research tried to increase student engagements in learning by conducted Gamification technique especially in difficult subjects such as Programming Language courses. Student engagement refers to the degree of attention, curiosity, interest, optimism, and ardour that college students exhibit when they are getting to know or being taught, which extends to the stage of motivation they have to study and growth in their education. There are numerous techniques that can amplify the engagement of the user.

Language learning through gamification.

Competition is another approach that can be used in corporation's gamification as an accurate characteristic. Gamification can facilitate motivation which brings about the engagement of users, resulting in higher overall performance and alternate of behavior. Consequently, elucidated that a strategy which can effortlessly amplify the engagements and applied in an exciting manner (such as games like elements) ought to be adopted in gaining knowledge of difficult subjects. Gamification refers to the use of recreation factors in a non-game context to expand engagement between human beings and computer systems and to clear up troubles correctly.

Traditional educational methods no longer work because they are designed to make learners fundamentally passive. They focus on instructing learners in specific and limited processes before testing what learners can remember from what they have been told. Often, tests do not consider the variable factors that can affect the trial's outcome: learning styles, ages, and abilities, learners' performance on a particular day, whether they have had enough sleep the night before, or whether they have eaten before taking the test. Moreover, when teachers are on their feet and teaching for 6 or 7 hours, all day, every day, it is all too easy for them to reteach literally by the book to achieve school goals. Sticking rigidly to the textbook, delivering teacher-centred lessons without considering students' learning styles and experiences, and assessing students based on what they can remember all result in inferior education. Students do not need textbooks. No number of books and no amount of class time will do any good. There is no engagement. Essentially, there is no learning. Learners need hands-on, interactive experiences that stimulate their understanding and aptitudes to help them deal with real-world concerns. As a manner of fact, learners should be actively involved in the education process. It is where play-based wisdom comes in. Gamification, game-based learning, or game based learning refers to a game with clear and defined learning outcomes. It means using well-designed digital and non-digital games to stimulate learners' language, critical thinking, and problem-solving skills. Include game elements in the learning environment to drive engagement and participation. A group of people sits while the teacher gives them a game. Not all games are the same. Teachers need to reconsider the structure of the play experience: are the learning outcomes clear, and could it leave learners frustrated or

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bored? Ultimately, all learning environments should encourage active and critical learning, not passive. Game-based instruction furnishes this flawless background.

Gamification works because it taps into the natural human inclination for play and competition. Games are designed to be engaging and rewarding, which can help motivate learners to practice more frequently. By incorporating elements such as points, badges, and leaderboards, gamification creates a sense of achievement and progress, which can be particularly motivating for children.

Furthermore, games often provide immediate feedback, allowing learners to see the results of their efforts right away. This instant gratification can help maintain motivation and encourage continued practice. In contrast, traditional language learning methods often involve delayed feedback, which can be less effective in maintaining engagement.

Learning Languages with Video Games

With a huge boom in the global online gaming market in recent years, our modern day digital education industry has been leveraging online gaming for foreign language learning. With so many companies, apps, and even educators applying gamified learning to their services, products and classrooms, learning a foreign language has never been so fun and accessible! Because of this shift, parents are no longer reliant on expensive tutors or schools to teach their kids a foreign language. Gamification in education is opening the doors to new, exciting, affordable and accessible ways for kids to learn a second language!

Video games have the potential to revolutionize the way children learn foreign languages. These games provide an immersive environment where learners can practice language skills in context. By interacting with characters, solving puzzles, and following storylines, children can develop their vocabulary, grammar, and pronunciation in a fun and engaging manner. Language learning video games can incorporate comprehensible input, storytelling, and play-based learning, making them an ideal tool for young learners.

Video games can play a significant role in language learning by providing an immersive and interactive environment. Unlike traditional methods, which often involve passive learning, video games require active participation. Learners must interact with characters, solve puzzles, and follow storylines, all of which require the use of the target language. This active participation helps reinforce language skills and makes learning more engaging. Additionally, video games often provide context for language use, which can help learners understand and remember new vocabulary and grammar structures. By seeing the language used in context, learners can develop a deeper understanding of how the language works.

In education, gamifying lessons serves to increase engagement through fun and enjoyment. Fun and enjoyment are highly influential in the process of learning because, as polyglot Alfred Mercier states:, "What we learn with pleasure, we never forget."

Conclusion

The gamification process is not about turning products into games. Rather, it is a mechanism by which aspects of games and their use in non-game products or services are simulated. The integration of fun elements that affects human emotions and motivation, students get more enjoyable experience. Using gamification can be especially useful when students do not want to complete them. Gamification can really help with children's learning. The more students are engaged in the learning process the better they learn new material. A person learns throughout life, but not always this process is simple. Gamification can also teach a person to solve complex learning tasks by means of the game. By adding a fun factor, you can encourage and stimulate the student by masking or even deleting the negative emotions associated with these tasks. Perhaps gamification will soon be able to replace some aspects of children's learning. But it is not always possible to present everything to the child from the game side. We must not forget that the learning process should remain pleasant for the child. Having discouraged the desire to learn in childhood, it will be even more difficult for the child in the future.

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SINTAKTIK BILIM – TALABALARNING NEMIS TILINI BILISH DARAJASINI ANIQLASHDA MUHIM KO'RSATKICH SIFATIDA

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Annotatsiya:

Quyidagi maqolada nemis tilini o'rganish jarayonida gap tuzish ko'nikmasini baholash uchun ishlab chiqilgan Profilanalyse (profil tahlili) usuli haqida gap yuritiladi. Ushbu yondashuv nemis tilini ikkinchi til sifatida o'rganish sohasiga oid tadqiqot natijalariga asoslangan bo'lib, ko'plab nemis mutaxassislar tomonidan sintaktik bilimni aniqlash uchun samarali usul deb topilgan. Tahlillarimiz natijalariga ko'ra, Profilanalyse chet tili sifatida o'rganayotgan nemis tili o'rganuvchilarga nisbatan qo'llanilishi mumkin va, qolaversa, zarur. Fikr gap orqali ifodalanar ekan, gapni to'g'ri tuza olish ko'nikmasining ahamiyati juda katta.

Kalit so'zlar: til o'zlashtirish, sintaktik bilim, *Profilanalyse* usuli (profil tahlili), chet tilini o'qitish, bilimni baholash.

Psixolingvistika ("rivojlanish psixolingvistikasi") sohasidagi tadqiqotlar natijalaridan ma'lumki, ona tilini o'zlashtirish jarayonida sintaksisni o'zlashtirish bolaning 1-1,5 yoshida boshlanadi va 4-yil oxiriga kelib, u tomonidan tildagi gaplarning grammatik tuzilishi butunlay o'zlashtiriladi (Tracy 2002, Rothweiler 2015, Traxler 2011, Ушакова 2006 va b.)². Sintaktik bilim orqali tushunish va boshqalarga tushunarli bo'lish imkonlari yaratiladi. Buning qanchalik muhim ahamiyatga ega ekanini ayniqsa Broka afaziyasiga xos agrammatizm holati, ya'ni grammatik jihatdan to'g'ri nutq tuza olish qobiliyatini yo'qotish holati ko'rsatadi.

O'ylaymizki, sintaktik bilim nafaqat ona tili uchun, balki chet tili o'rganishda ham zarur va katta ahamiyatga ega. Bizning ko'plab kuzatuvlar va yig'ilgan ma'lumotlarimiz shuni ko'rsatadiki, nemis tili o'rganuvchilarning og'zaki va yozma nutqida grammatik jihatdan noto'g'ri gaplar mavjudligi ko'p uchraydigan muammolardan bittasi. Hattoki til bilish darajasi yuqori bo'lgan o'rganuvchilar ham gap tuzishda muntazam ravishda oddiy xatolarga yo'l qo'yadilar (xato „*“ belgisi bilan ifodalanadi). Quyidagi misollarga e'tibor qilaylik:

a. *Die Wissenschaft nicht nur medizinische Erkenntnisse sondern auch für andere Bereiche brauchen. (fe'l o'rni xato, ega mavjud emas)

b. * Es handelt sich um die Frage, ob wie wirkt sich Wissenschaft im Leben der Menschen aus. (fe'l o'rni xato)

d. *Zwar die Wissenschaft solche zahlreiche Vorteile zur Verfügung stellt, muss man aber nicht außer Acht lassen, dass es sich auch einige negative Aspekte mitbringt. (fe'lining muayyan bog'lovchilardan keyin egallaydigan o'rni qoidasi buzilgan)

Misollar talabalarning matnlaridan olingan va ko'rinib turganidek, grammatik xatolar qo'llanilgan so'zlarga nisbatan oddiyroq, ya'ni bu yerda boshlang'ich darajada o'rganilish kerak bo'lgan qoidalar yetarli darajada mustahkamlanmaganligi oshkor bo'lyapti.

Aynan shunaqa vaziyatda, ya'ni erishilgan va hali o'zlashtirilishi kerak bo'lgan ko'nikmalar haqida xulosa chiqarish kerak bo'lgan holatlarda *Profilanalyse* (profil tahlili) samarali usullardan biri deb qabul qilingan. *Profilanalyse* yondashuvi dastlab ingliz tilidan kelib chiqqan bo'lib, u bolalardagi nutq patologiyasini diagnostika qilish uchun ishlatilgan. Nemis tilini ikkinchi til sifatida o'rganuvchilarning til bilish darajasini baholash uchun esa bu yondashuv Vuppertal ZISA loyihasi doirasida (Germaniya) Clahsen (1985) tomonidan ishlab chiqilgan (Grießhaber 2005: 7).

Clahsen profil tahlili usuli Meisel, Clahsen va Pienemann (1979) olimlarning tadqiqot natijalariga asoslangan. Ushbu tadqiqotlarga ko'ra, sintaktik strukturalar (so'z tartibi qoidalari) ma'lum bir tartibda ketma-ket o'zlashtiriladi va bunda fe'l hamda uning gapdagi joylashuvi muhim omil hisoblanadi. Garchi nemis tilida so'z tartibi erkin bo'lsa ham, fe'l va uning komponentlariga taalluqli cheklovlar mavjud. Sodda gaplarda fe'llar odatda ikkinchi o'rinda turadi (a). Lekin fe'lining analitik shakllarida (zamon, nisbat, mayl kategoriyalarini hosil qiluvchi shakllar) fe'lining shaxssiz qismi gapning oxiriga o'tadi (b). Bundan tashqari, nemis fe'llarning ajraladigan prefikslari ham ajralib, gapning oxiriga qo'yiladi (d):

a. Das Kind **spielt** gerade. (Bola hozir o'ynayapti.)

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- b. Das Kind **hat** ruhig **gespielt**. (Bola jimgina o'ynadi.)
 d. Das Kind **spielt** gerne **mit**. (Bola mamnuniyat bilan birga o'ynayapti.)

Ega ham inversiya bo'lgan holatda finit fe'ldan keyin qo'yilishi kerak:

- e. Gerne spielt **das Kind** mit. (Mamnuniyat bilan bola birga o'ynayapti.)

Shu bilan birga, nemis tilida ergash gapli qo'shma gaplar ham o'ziga xos so'z tartibi bilan ajralib turadi, ya'ni bularda fe'llar o'zbek tiliga o'xshagan holda gapning oxiriga qo'yiladi:

f. Das Kind spielt gerne mit, wenn es Zeit **hat**. (Vaqti bo'lgan paytda bola mamnuniyat bilan birga o'ynaydi.)

Demak, nemis tilida asosan quyidagi 3 ta so'z tartibi (sintaktik qolip) turlari o'zlashtirilishi lozim:

V-END (fe'l oxirida)

ergash gapning so'z tartibi

PARTICLE (fe'l komponentlari ajralishi)

fe'ning analitik shakllari, modal fe'li+fe'l, ajraladigan prefiksli fe'llar

INVERSION (tartib o'zgarishi)

ega birinchi pozitsiyadan siljisa

Meisel, Clahsen va Pienemann (1979: 35) ta'kidlashicha, ushbu so'z tartibi qoidalari quyidagi bosqichlar ketma-ketligida o'zlashtiriladi:

- I qoidalarining hech biri o'zlashtirilmagan
- II faqat PARTICLE o'zlashtirilgan
- III PARTICLE va INVERSION o'zlashtirilgan
- IV PARTICLE, INVERSION va V-END o'zlashtirilgan

Clahsen (1985) taqdim etgan profil tahlili Griebhaber (2002c) tomonidan "Deutsch & PC" loyihasi doirasida boshlang'ich sinf o'quvchilarning (asosan nemis tili ona tili bo'lmaganlarning) til bilish darajasini ishonchli va tez aniqlash uchun taklif qilingan. Shu bois, bu Profilanalyse usuli Griebhaber tomonidan qayta takomillashtirilgan va shu bilan birga soddalashtirilgan (Griebhaber 2005: 12). Unga ko'ra, til bilish darajalari quyidagicha tasniflanadi (Griebhaber & Heilmann 2012: 13-14):

Daraja 0: parcha-parcha, aniq grammatik shakllardan mahrum nutq;

Daraja 1: soddaga gaplar, ega va kesim moslashuvi mavjud;

Daraja 2: shaxsli va shaxssiz fe'llarning to'g'ri joylashtira olishi (fe'ning analitik shakllari);

Daraja 3: inversiya, ya'ni gap bo'laklari odatdagi tartibining o'zgarishi;

Daraja 4: ergash gapli qo'shma gaplarning to'g'ri qo'llanilishi;

Daraja 5: nutqda interpozitsiya mavjudligi, ya'ni ergash gap bosh gapning o'rtasida kelish holati;

Daraja 6: nutqda murakkab sifatdoshlarning (aniqlovchi funksiyada) qo'llanilishi.

Oxirgi ikkita darajada o'zlashtiriladigan strukturalar til bilish darajasi yuqori bo'lganidan dalolat beradi.

Griebhaber binoan, profil tahlili odatda 150 so'zdan iborat bo'lgan matnlarda (yozma yoki og'zaki) olib boriladi. Bu uchun har bir matn jumalarga ajratiladi va ular alohida tahlil qilinadi. Har bir jumlaning profil darajasi ularda qo'llanilgan sintaktik strukturaga qarab aniqlanadi. Til bilish darajasi esa matnda eng yuqori profil darajasiga mos strukturalarning ishlatilgan soniga qarab belgilanadi. Strukturalar kamida 3 marta to'g'ri ishlatilgan bo'lishi lozim (Griebhaber 2013). Masalan:

№	Jumlalar	So'z tartibi				
		4	3	2	1	0
1	Die beliebtesten Studiengänge auf dem ersten Platz bei den Frauen und Männern liegt Betriebswirtschaftslehre.					x
2	Danach bei den Männern ist Maschinenbau beliebter als Informatik.					x
3	Am zweiten Platz zwischen Frauen liegt Germanistik und danach Medizin					x
4	Danach folgt bei den Männern Elektrotechnik und bei den Frauen Rechtswissenschaften.		x			
5	Am letzten Platz liegt Rechtswissenschaften bei den Männern und bei den Frauen Pädagogik.		x			
	Profil	-	2	-	-	3

	Til bilish darajasi	Daraja 0

Ko'rib turganimizdek, matnni tuzgan o'rganuvchining profil darajasi **0**, chunki eng ko'p qo'llanilgan strukturalar shu darajaga xos. Daraja 3 ga xos inversiya ishlatilishi o'rganuvchining ushbu darajani egallash jarayonda ekanligidan dalolat beradi, ammo bu struktura hali o'zlashtirilmagan hisoblanadi.

Keyingi misolga nazar tashlaylik:

№	Jumlalar	So'z tartibi						
		6	5	4	3	2	1	0
1	Heutzutage benutzen viele Kinder und Jugendliche ein Smartphone.						x	
2	Digitale Medien prägen ihren Alltag.						x	
3	In diesem Zusammenhang stellt sich eine Frage,				x			
4	ab welchem Alter die Kinder ein Smartphone nutzen.			x				
5	Einerseits ist die Smartphonenuztung zeitgemäß und beruhigt die Eltern,				x			
6	weil sie genauer wissen möchten, wo ihr Kind ist.			x				
7	Andererseits kann tägliche Smartphonenuztung ab erst sechs negative Auswirkungen auf die Gesundheit haben.				x	x		
8	weil es nicht nur auf die Gedankenschwäche sondern auch auf die Sehefähigkeiten schlecht wirkt.			x				
9	Wenn die Eltern ihren Kindern ein Smartphone schenken,			x				
10	sollen sie auch genug Zeit haben, sie unter Kontrolle zu setzen.			x		x		
11	oder statt Smartphone schenken sie ihnen eine Smartwatch.				x			
12	Denn Smartwatches						x	

	haben kein Gefahr mehr.							
13	Außerdem kann man Smartwatches auch in der Schule benutzen.				x	x		
	Profil	-	-	5	5	3	3	-
	Til bilish darajasi	Daraja 4						

Tahlilimiz natijasiga ko'ra, o'rganuvchining sintaktik bilimi yaxshi, ya'ni nemis tilining asosiy gap tuzish qoidalari yaxshi o'zlashtirilgan desak, adashmagan bo'lamiz. Matnda 5 va 6 darajalarga oid sintaktik strukturalar ishlatilmaganligi bois o'rganuvchi 4-darajaga yetgan deb hisoblanadi.

Xulosa qilib aytganda, Griebhaber tomonidan ishlab chiqilgan *Profilanalyse* usuli asosan nemis tilini ikkinchi til sifatida o'zlashtirayotgan bolalar va o'smirlar uchun mo'ljallanganligiga qaramasdan, uni, bizning fikrimizcha, chet tili sifatida o'rganayotgan barcha nemis tili o'rganuvchilarga nisbatan qo'llasa bo'ladi. Ushbu usul yordamida erishilgan til darajasini oson va tez aniqlash mumkin. Profil tahlili ayniqsa til o'rganishning dastlabki bosqichlarida qo'llanilsa va dars jarayonida ma'lum vaqt oralig'ida amalga oshirilsa, maqsadga muvofiq bo'ladi. Shu bilan birgalikda, yuqorida aytib o'tilgan muntazam ravishda oddiy xatolarga yo'l qo'yadigan o'quvchilar ham ushbu usul orqali mustaqil ravishda o'z til ko'nikmalarini takomillashtirishlari mumkin. Profil tahlili yordamida o'rganuvchilarning til bilish qobiliyati har taraflama aniqlanmasa-da, u orqali o'rganuvchining sintaktik bilimini aniqlash imkoniyati tug'iladi. Qolaversa, gapni to'g'ri tuza olish ko'nikmasi har qanday tilni o'rganishda ham asosiy ko'nikmalardan biri hisoblanadi.

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THE ROLE OF FORMATIVE ASSESSMENT IN LANGUAGE LEARNING: A CRITICAL REVIEW OF SELF-ASSESSMENT

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Abstract:

This paper critically examines empirical research on the utility of self-assessment in foreign language education. It investigates the efficacy and reliability of self-assessment, as well as student perceptions thereof. Key issues explored include the correlation between self-assessment outcomes and standardized proficiency measures, the influence of specific self-assessment criteria, and the impact of affective variables. Findings suggest that self-assessment, when implemented with explicit criteria and structured practice, can serve as a valuable supplementary evaluation tool. However, its validity is contingent upon addressing potential biases and ensuring appropriate calibration.

Key words: Self-assessment, language learning, student perceptions, learner autonomy, motivation, affective factors, evaluation criteria.

Introduction

Self-assessment has emerged as a significant area of interest in language learning research, considered as both an alternative and a complement to traditional assessment methods. Early studies, such as that by LeBlanc and Painchaud (1985), indicated a positive relationship between self-assessed proficiency and standardized test performance. Self-assessment is often linked to enhanced learner autonomy, motivation, and self-regulated learning (Ross, 1998). However, the validity of self-assessment is subject to various moderating factors, including the nature of assessment criteria, learner experience, and psychological influences.

Self-Assessment as a Measure of Language Proficiency

Research has explored the extent to which self-assessment aligns with objective measures of language proficiency. Blanche and Merino (1989) found that self-assessment instruments employing "can-do" statements demonstrated effectiveness in gauging specific language skills. Studies suggest that self-assessments of speaking and writing skills exhibit higher correlations with standardized measures compared to more generalized self-evaluations. A meta-analysis by Ross (1998) further supports the notion that functional self-assessment formats can improve student engagement and accuracy.

Influence of Criteria and Experience on Self-Assessment Accuracy

The specificity and transparency of self-assessment criteria are critical determinants of its validity. Ross (1998) posited that focusing on functional skills, rather than abstract proficiency levels, enhances both student participation and evaluative accuracy. Bachman and Palmer (1989) noted a tendency among second language learners to overestimate their abilities, particularly in challenging areas, indicating a need for calibrated self-assessment protocols. Smith's (1997) research among EFL learners in Israel revealed that students often prioritize their own evaluations over teacher-assigned grades, even when presented with summative exam results. Longitudinal studies, such as that by Andrade and Du (2007), suggest that repeated practice with clear criteria can foster more positive attitudes toward self-assessment and improve grading consistency.

Cognitive and Affective Factors Affecting Self-Assessment

Psychological factors play a significant role in self-assessment accuracy. Research indicates that high-proficiency learners may underestimate their abilities, while lower-proficiency learners tend to overestimate their performance (Blanche & Merino, 1989; Heilenman, 1990; Janssen-van Dielen, 1989; Oscarson, 1984). Taras (2001) found that university students often rate their performance lower than their instructors, suggesting a tendency toward self-doubt among high-achieving individuals. Oscarson (2006) reported a moderate correlation ($r = 0.67$) between self-assessment and final grades in Swedish national assessment data, with the highest accuracy observed among students who passed their language proficiency exams.

Motivational and Pedagogical Implications

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Self-assessment has the potential to enhance learner motivation and engagement. Studies by Blanche and Merino (1989) and von Elek (1981, 1985) reported increased motivation among students using self-assessment tools. MacIntyre, Noels, and Clément (1997) found that self-confidence significantly influences self-assessment accuracy, with low-confidence learners underestimating their abilities. Oscarson (1998) emphasized the role of self-assessment in promoting self-regulated learning and learner autonomy. The integration of "can-do" statements in the Common European Framework of Reference for Languages (CEFR) underscores the importance of self-assessment in language learning and evaluation (Oscarson, 1999).

Conclusion

Self-assessment represents a valuable but complex tool in language education. Its reliability hinges on clear criteria, structured practice, and learner experience. Discrepancies between self-assessment and objective measures highlight the need for calibration through guided practice. Integrating self-assessment into language curricula can foster learner motivation, self-regulation, and awareness of personal learning progress. Future research should prioritize refining self-assessment methodologies to enhance accuracy and pedagogical effectiveness.

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INGLIZ XALQ EPOSLARI VA O'ZBEK XALQ DOSTONLARIDA QAHRAMONLIK TUSHUNCHASI

B. Po'latov ¹

Annotatsiya:

Ushbu maqolada ingliz xalq eposlari va o'zbek xalq dostonlarida qahramonlik tushunchasining o'ziga xos xususiyatlari tahlil qilinadi. Tadqiqotda ingliz eposlari, jumladan, "Beovulf" kabi asarlarda qahramonlik motivlari va ularning ijtimoiy-ma'naviy ahamiyati ko'rib chiqiladi. Shuningdek, o'zbek xalq dostonlari – "Alpomish", "Go'ro'g'li" kabi epik asarlarda qahramonlik timsollarining shakllanishi va ularning milliy ongini shakllantirishdagi o'rni o'rganiladi.

Kalit so'zlar: qahramonlik, xalq eposi, doston, ingliz adabiyoti, o'zbek adabiyoti, Beovulf, Alpomish, Go'ro'g'li, mifologiya, epik qahramon.

Kirish

Qahramonlik tushunchasi har bir xalq madaniyatida muhim o'rin tutib, uning tarixiy, ijtimoiy va ma'naviy qadriyatlarini aks ettiradi. Har bir xalqning epik an'alarida qahramonlik motivlari, jasorat, fidoyilik va vatanparvarlik kabi tushunchalar turlicha ifoda etilgan bo'lsa-da, ularning mohiyatida umumiylik mavjud. Ingliz xalq eposlari va o'zbek xalq dostonlari ham bunday qahramonlik an'alarini o'zida mujassam etgan bo'lib, ular xalqning tarixiy tajribasi, milliy tafakkuri va madaniy merosining ajralmas qismi hisoblanadi.

Ingliz xalq eposlarida, jumladan, "Beovulf" kabi asarlarda qahramonlik obrazlari jasorat, kuch, botirlik va g'ayrat bilan ifodalanadi. Ushbu eposlarda qahramonlarning vazifasi yovuzlikka qarshi kurashish va jamiyat farovonligi uchun fidoyilik ko'rsatish bilan bog'liq. O'zbek xalq dostonlarida esa ("Alpomish", "Go'ro'g'li" va boshqalar) qahramonlik motivlari milliy o'zlik, oilaviy sadoqat, adolatparvarlik va iymon bilan uyg'unlashgan holda tasvirlanadi. Bu dostonlarda qahramonlar nafaqat jismonan kuchli, balki aql-idrokli, odil va xalq manfaatlarini yo'lida fidoyi shaxslar sifatida g'avdalanadi.

«Doston» so'zi qissa, hikoya, sarguzasht, maqto'v va ta'rif, shon-shuhrat, mashhurlik ma'nolarida ishlatiladi [3]. Adabiy atama sifatida bu so'z xalq og'zaki ijodi va yozma adabiyotdagi yirik hajmli epik asarni anglatadi. V.M.Jirmunskiyning yanada aniqroq ifodasiga ko'ra «Epos-bu xalqning qahramonlik g'oyasi ko'lamidagi jonli o'tmishidir» [2]. Uning ilmiy-tarixiy qimmatini, ayni paytda juda katta ijtimoiy, madaniy-tarbiyaviy ahamiyati ham shundadir.

Turkiy xalqlar qahramonlik eposining tadrijiy taraqqiyoti yuzasidan V.Jirmunskiy, X. Zarifov, T. Mirzayev, B. Sarimsoqov va boshqa olimlar munosabat bildirganliklari ma'lumdir. Lekin shunga qaramay, eposning yaralishi uchun ijodkor omma orasida ehtiyoj uyg'otgan bir necha ijtimoiy sabablar borki, bular ehtiyojning ro'yobga chiqishida asotir qahramonlik ertagi epos ko'rinishidagi o'ramli yuksalma (spiralsimon) taraqqiyot kechimi, ibtidoiy janrlararo munosabatta mazmun va shakl unsurlarining bir-biriga singishi (diffuziyasi) kabi masalalar yanada kengroq va chuqurroq yondashuvni talab qiladi [4].

Ingliz xalq eposlarida qahramonlik tushunchasi

Ingliz xalq eposlari — xususan *Beowulf*, *King Horn*, *Sir Gawain and the Green Knight* kabi asarlar — o'rta asr ingliz adabiyotining boy va mazmunli namunalari hisoblanadi. Ushbu eposlarda qahramonlik tushunchasi nafaqat jismoniy kuch va jasorat, balki axloqiy yuksaklik, fidoyilik va ijtimoiy mas'uliyat bilan chambarchas bog'liqdir. Qahramon obrazlari o'z davrining ideal insoni sifatida tasvirlanadi; ular jamiyatni himoya qilish, adolatni tiklash, shaxsiy manfaatlardan voz kechib, xalqqa xizmat qilish kabi ezgu fazilatlarini o'zida mujassamlashtiradi.

Masalan, *Beowulf* [5] qahramoni jasoratli jangchi bo'lishi bilan birga, xalqni yovuz kuchlardan qutqaruvchi va o'z vazifasini o'limgacha sadoqat bilan bajargan ideal hukmdor sifatida tasvirlanadi. Uning Grendel va ajdarho bilan bo'lgan janglari qahramonlikning jismoniy va ruhiy jihatlarini ochib beradi. Shu bilan birga, *Sir Gawain* obrazi orqali ritsarlik axloqi, sadoqat, poklik va gunohkorlikni tan olish kabi murakkab ichki holatlar ham qahramonlik tushunchasining tarkibiy qismi sifatida ochiladi.

Ingliz xalq eposlarida qahramonlik – bu faqatgina urushda g'alaba qozonish emas, balki ichki kurash, axloqiy qarorlar va fidoyilikda namoyon bo'ladigan ko'p qirrali tushunchadir. Bu jihatlar ingliz xalqi mentaliteti va tarixiy tajribasini aks ettirib, xalq og'zaki ijodining chuqur falsafiy asosga ega ekanligini ko'rsatadi.

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Qahramonlik timsollari avlodlar avlodga o'tib, nafaqat adabiy, balki tarbiyaviy ahamiyatga ham ega bo'lib kelgan.

O'zbek xalq dostonlarida qahramonlik tushunchasi

O'zbek xalq dostonlari — *Alpomish*, *Go'ro'g'li*, *Rustamxon*, *Kuntug'mish* kabi asarlar — xalqimizning tarixiy xotirasi, orzu-umidlari va ma'naviy qadriyatlarini o'zida mujassamlashtirgan bebaho madaniy merosdir. Ushbu dostonlarda qahramonlik tushunchasi faqat jismoniy kuch va jasorat bilan cheklanmay, balki vatanparvarlik, adolatparvarlik, fidoyilik va oilaparastlik kabi axloqiy-ruhiy fazilatlar bilan boyitilgan.

Alpomish dostoni — o'zbek xalq epik tafakkurining yuksak namunasi sifatida — bosh qahramon obrazi orqali ideal inson timsolini yaratadi. *Alpomish* — yurtini, elini himoya qiluvchi, zulmga qarshi kurashuvchi, sevgan yoriga va vafosiga sodiq qahramondir [1]. U nafaqat jang maydonida, balki axloqiy sinovlarda ham sobit turadi. Dostonlarimizda qahramon doimo xalq bilan bog'liq, u xalq orzularining timsoli, adolat va ezgulikning himoyachisidir.

Qahramonlik tushunchasi o'zbek dostonlarida doimo milliy g'urur, erkinlik va vatan himoyasi g'oyalari bilan uyg'un holda tasvirlanadi. Har bir epik qahramon o'z harakati bilan xalq manfaatlarini himoya qiladi, garchi u uchun jonini fido qilish zarur bo'lsa ham. Bu jihatlar xalq eposlarida qahramonlikni yuksak axloqiy-ma'naviy qadriyat sifatida talqin etishga olib kelgan.

Shu tariqa, o'zbek xalq dostonlaridagi qahramonlik — bu nafaqat jangda ko'rsatilgan mardlik, balki do'stlik, sadoqat, sabr-toqat, halollik va vatanparvarlik kabi yuksak insoniy fazilatlarining yorqin ifodasidir.

Ingliz xalq eposlari va o'zbek xalq dostonlarida qahramonlik tushunchasining qiyosiy tahlili

Qahramonlik tushunchasi har bir xalq madaniyatida alohida o'rin tutadi va u epik asarlar orqali milliy o'zlikni, tarixiy tajribalarni va ijtimoiy qadriyatlarni aks ettiradi. Ingliz xalq eposlari (*Beovulf*) va o'zbek xalq dostonlari (*Alpomish*, *Go'ro'g'li*) ushbu tushunchaning turli talqinlarini o'zida mujassam etgan bo'lsa-da, ularning o'zaro o'xshash va farqli jihatlari ham mavjud.

1. Qahramonning shaxsiy fazilatlar

Sifatlari	Ingliz xalq eposlari (Beovulf)	O'zbek xalq dostonlari (Alpomish, Go'ro'g'li)
Jasorat va kuch	Beovulf yirtqich yivuzlikka qarshi kurashuvchi jasur va kuchli jangchi sifatida tasvirlanadi. U grendel va ajdarhoga qarshi kurashadi.	Alpomish va Go'ro'g'li nafaqat jismonan kuchli, balki aql-idrokli va dono qahramonlar bo'lib, ular yurt va oilani himoya qilish uchun kurashadilar.
Vatanparvarlik	Beovulf o'z qabilasi va qirolligi himoyasi uchun jonini fido qiladi.	Alpomish va Go'ro'g'li xalqi, oilasi va milliy qadriyatlari uchun kurashadi. Ularning vatanparvarligi asosiy motivlardan biri hisoblanadi.
Sadoqat va adolat	Beovulf o'z xalqiga va qiroлга sodiq lekin u epik jangchi sifatida ko'proq shon-shuhratga intiladi.	Alpomish va Go'ro'g'li adolatni tiklash va begunohlarni himoya qilish uchun harakat qiladi.
Ilohlashtirish	Beovulf insoniy fazilatlar bilan birga, mistik kuchlarga ega bo'lgan yarim-afsonaviy qahramon sifatida tasvirlanadi.	O'zbek dostonlaridagi qahramonlar ko'pincha Tangri tomonidan qo'llab-quvvatlanadi va ilohiy kuchlarga ega.

Xulosa

Ingliz xalq eposlari va o'zbek xalq dostonlarida qahramonlik tushunchasi turli madaniy va tarixiy kontekstlarda shakllangan bo'lsa-da, ularning asosiy mohiyati o'xshashdir. Har ikkala adabiy an'anada qahramon jasorat, vatanparvarlik, adolat va fidoyilik kabi fazilatlar bilan ajralib turadi. Biroq, ingliz eposlarida (*Beovulf* misolida) qahramonlik ko'proq individual shon-shuhrat va epik jangovar qobiliyat bilan bog'liq bo'lsa, o'zbek xalq dostonlarida (*Alpomish*, *Go'ro'g'li*) qahramonning vazifasi milliy qadriyatlarni himoya qilish, xalq va oila manfaatlarini yo'lida kurashish bilan uzviy bog'langan. Shuningdek, ingliz eposlarida qahramon tabiiy va mistik yovuzlik kuchlariga qarshi kurashuvchi sifatida tasvirlansa, o'zbek dostonlarida qahramonning dushmanlari ko'pincha zolim hukmdorlar yoki ijtimoiy adolatsizlik timsollaridir. Bu esa qahramonlikning nafaqat jismoniy, balki ma'naviy va ijtimoiy jihatlari ham urg'u berilganligini ko'rsatadi.

Qiyosiy tahlil natijasida aniqlanganki, qahramonlik tushunchasi har bir xalqning tarixiy tajribasi va madaniy qadriyatlariga asoslangan holda shakllanadi. Ingliz xalq eposlari G'arb epik an'analari rivojlanishiga ta'sir ko'rsatgan bo'lsa, o'zbek xalq dostonlari milliy o'zlikni, xalqning ozodlik va adolatga intilishlarini aks ettiruvchi muhim adabiy yodgorlik sifatida qadrlanadi. Shu bois, har ikkala adabiy meros nafaqat folklor tadqiqotchilari uchun, balki madaniyatshunoslik, qiyosiy adabiyotshunoslik va tilshunoslik nuqtayi nazaridan ham muhim ilmiy tadqiqot obyekti hisoblanadi.

Foydalanilgan adabiyotlar ro'yxati:

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LANGUAGE TEACHING, LEARNING AND ASSESSMENT INNOVATIONS

A. Eshdavlatova ¹, M. Vahapdjanova ²*Abstract:*

This paper explores recent innovations in language teaching, learning, and assessment, emphasizing the role of technology and modern pedagogical approaches. Advances such as Artificial Intelligence (AI), gamification, immersive learning technologies, and adaptive assessments have significantly transformed language education. These innovations enhance learning efficiency, engagement, and personalization, making language acquisition more effective. The study also discusses challenges such as the digital divide, bias in AI-driven assessments, and the need for balanced integration of technology and traditional teaching methods. Future directions for research and implementation strategies are also outlined.

Key words: Language teaching, language learning, assessment, Artificial Intelligence, gamification, adaptive learning, immersive technology.

Language education has undergone significant transformations in recent years, driven by technological advancements and pedagogical innovations. Traditional methods of teaching and assessing language proficiency are being replaced or supplemented by digital tools, artificial intelligence (AI), and learner-centered approaches. These changes aim to enhance the efficiency and accessibility of language learning, making it more interactive, adaptive, and personalized. This paper explores key innovations in language teaching, learning, and assessment, analyzing their benefits, challenges, and future implications. Innovative teaching methods have significantly improved language acquisition by integrating technology and research-based strategies. One of the most transformative advancements is the incorporation of Artificial Intelligence (AI)

in language instruction. AI-powered chatbots, voice recognition software, and virtual tutors provide personalized learning experiences, allowing students to practice speaking and writing with real-time feedback. These technologies are particularly useful for developing conversational skills and pronunciation accuracy.

The flipped classroom model has also gained traction in language education. Instead of traditional lectures, students engage with instructional materials such as videos and interactive exercises before attending class. This approach allows teachers to focus on discussions, collaborative activities, and practical language application, fostering deeper comprehension. Research shows that flipped classrooms increase student engagement and improve long-term language retention. Technological advancements have revolutionized language learning by providing diverse, flexible, and accessible opportunities for learners. Mobile Assisted Language Learning (MALL) has become increasingly popular, with applications offering adaptive and personalized lessons. For example, apps like Babbel and Rosetta Stone use AI to tailor exercises to individual learning patterns, ensuring optimized progress. Virtual Reality (VR) and Augmented Reality (AR) have also played a crucial role in immersive language learning. VR environments enable students to practice real-life conversations in simulated settings, such as restaurants, airports, or business meetings. AR applications overlay text, images, or translations onto real-world objects, facilitating vocabulary acquisition and contextual learning. Research suggests that immersive technologies significantly enhance language retention and practical application skills.

Traditional assessment methods, such as standardized tests, are being replaced or supplemented by more dynamic and comprehensive evaluation techniques. Computer-Adaptive Testing (CAT) is a significant innovation that adjusts the difficulty of test questions based on a student's performance, providing a more accurate assessment of language proficiency. Many language certification

exams, such as the TOEFL and Duolingo English Test, have incorporated CAT methodologies. Automated writing assessment tools, powered by AI, offer real-time feedback on grammar, coherence, and vocabulary usage. Such tools allow learners to improve their writing through iterative revisions. Additionally, AI-driven speech analysis programs, such as those used in IELTS Indicator and TOEFL speaking sections, assess pronunciation, intonation, and fluency with high accuracy.

Despite the numerous advantages of technological and pedagogical innovations, several challenges remain. One major issue is the digital divide, where learners in underprivileged regions may lack access to

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necessary devices and internet connectivity. Additionally, excessive reliance on technology may lead to reduced human interaction and critical thinking skills. Another challenge is ensuring the accuracy and fairness of AI-driven assessments. Bias in automated grading systems and speech recognition software can disadvantage non-native accents and diverse linguistic backgrounds. Therefore, ongoing research is needed to refine these technologies and enhance their inclusivity and reliability.

Innovations in language teaching, learning, and assessment are reshaping the educational landscape, making language acquisition more engaging, efficient, and personalized. AI, gamification, immersive technologies, and adaptive assessments have significantly enhanced learning outcomes. However, addressing challenges such as accessibility, ethical concerns, and technological biases will be essential for sustainable progress. As the field continues to evolve, educators and researchers must collaborate to integrate emerging technologies effectively while maintaining the human element of language learning.

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ПАТРИОТИЗМ КАК ЛИНГВОКУЛЬТУРНЫЙ ФЕНОМЕН: СОПОСТАВИТЕЛЬНОЕ ИССЛЕДОВАНИЕ УЗБЕКСКИХ, РУССКИХ И АНГЛИЙСКИХ ЯЗЫКОВЫХ КАРТИН МИРА

М. Юсупова ¹

Аннотация:

В статье рассматриваются лингвокультурологические особенности концепта «патриотизм» в узбекском, русском и английском языках на основе сравнительного анализа пословиц, поговорок, фразеологизмов и культурных кодов. Выявлены общие и уникальные черты отражения патриотизма в языке и культуре, показана роль исторических и социокультурных факторов в формировании концепта.

Ключевые слова: патриотизм, лингвокультурология, концепт, культурный код, пословицы, фразеологизмы.

Введение

Современная лингвокультурология изучает концепты как культурно-языковые феномены, отражающие национальные ценности, мировоззрение и особенности мышления носителей языка. Концепт «патриотизм» является значимой составляющей менталитета любой нации и находит отражение в пословицах, поговорках, фразеологизмах и культурных кодах. В данной статье рассматриваются лингвокультурологические особенности концепта «патриотизм» в узбекском, русском и английском языках на основе сравнительного анализа.

Теоретические основы исследования

Патриотизм как концепт формируется под влиянием исторических, социокультурных и ментальных факторов. В лингвокультурологии концепт рассматривается как культурно обусловленная единица сознания, отражающая ценности и стереотипы общества. Важнейшие функции концептов: когнитивная, коммуникативная и культурная. Патриотизм охватывает эмоциональную привязанность к родной земле, готовность защищать её интересы и гордость за принадлежность к определённому культурному пространству.

Методы

В исследовании использовались следующие методы:

- контекстуальный анализ — изучение использования пословиц и фразеологизмов в конкретных текстах;
- сопоставительный анализ — сравнение аналогичных единиц в трёх языках;
- компонентный анализ — выделение ключевых смысловых компонентов концепта;
- интерпретация культурных кодов через призму лингвистической и социокультурной информации. Материалом послужили пословицы, поговорки, фразеологизмы, а также элементы культурных кодов, взятые из фольклорных и литературных источников, классических и современных сборников по фразеологии.

Результаты

В узбекском языке концепт патриотизма тесно связан с уважением к земле предков, родной культуре и старшему поколению. Среди наиболее ярких примеров можно выделить пословицы: «Ватан — жондан азиз» (Родина дороже жизни), «Ватансиз одам — дарахтсиз япрок» (Человек без Родины — как лист без дерева), «Ватанингни топсанг — ўзингни топасан» (Найдёшь Родину — найдёшь себя). Фразеологизмы также отражают сакрализацию родной земли: «Ватанни сотмаслик» (не продавать Родину), «Ватанга хизмат қилиш» (служить Родине). Узбекская культура подчеркивает идею служения своему народу и уважения к исторической памяти. В культурных кодах особое место занимает мотив гостеприимства и заботы о семье как продолжении Родины. Например, в узбекской культуре широко распространена фраза: «Ватан фарзанди» (сын Родины), которая используется в отношении уважаемых людей, защищающих честь и достоинство своего народа.

В русском языке патриотизм выражается через любовь к Родине, готовность её защищать и гордость за своё происхождение: «Где родился, там и пригодился», «За Родину не страшно и умереть», «Честь Родины — выше жизни», «Нет Родины милее, нет Отчизны дороже». Русские фразеологизмы:

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«стоять горой за Родину», «отдать долг Родине», «служить Отечеству верой и правдой» показывают готовность к самопожертвованию и беззаветной преданности. В культурных кодах русского народа важное место занимает историческая память, героизм, уважение к подвигу предков, что находит отражение в памятных датах, памятниках, традициях народных праздников. Например, выражение «Земля русская мать родная» олицетворяет Родину как заботливую мать, которую следует защищать.

В английском языке концепт патриотизма связывается с личной ответственностью и гордостью за свою страну: «There is no place like home» (Нет места лучше дома), «My country, right or wrong» (Моя страна, права она или нет), «Stand up for one's country» (Заступиться за свою страну). Фразеологизмы подчеркивают активное участие и преданность: «fight for one's country» (сражаться за свою страну), «wave the flag» (демонстрировать патриотизм), «die for one's country» (умереть за свою страну). В культурных кодах Великобритании и США патриотизм часто выражается через уважение к государственной символике, военным традициям и демократическим устоям. Ярким примером служит празднование Дня независимости, массовые шествия и исполнение национальных гимнов. Например, выражение «Old Glory» (Старое Славное) является ласковым обозначением государственного флага США, символизирующего свободу и национальную гордость.

Сравнительная таблица фразеологизмов по концепту патриотизм

Концепт	Узбекский язык	Русский язык	Английский язык
Родина дороже всего	Ватан – жондан азиз	Честь Родины – выше жизни	My country, right or wrong
Родина как опора и дом	Ватансиз одам – дарахтсиз япрок	Нет Родины милее, нет Отчизны дороже	There is no place like home
Долг служения Родине	Ватанга хизмат қилиш	Служить Отечеству верой и правдой	Stand up for one's country
Защита Родины	Ватанни сотмаслик	Стоять горой за Родину	Fight for one's country
Связь с историей и корнями	Ватанингни топасанг – ўзингни топасан	Где родился, там и пригодился	Old Glory (символ страны)

1. Политическая речь:

В речи Президента Республики Узбекистан Шавката Мирзиёева часто встречается выражение: «Биз ватанга хизмат қилишни олий бурч деб биламиз» (Мы считаем служение Родине высшим долгом), что подчеркивает национальную установку на воспитание граждан с чувством ответственности перед своей страной.

В инаугурационной речи президента США Джона Кеннеди: «Ask not what your country can do for you — ask what you can do for your country» (Не спрашивайте, что страна может сделать для вас — спрашивайте, что вы можете сделать для своей страны), что является классическим примером призыва к патриотическому поведению и личной ответственности.

2. Литературный контекст:

В поэзии Абдуллы Арипова встречается строка: «Ватанни сотган — инсон эмас» (Тот, кто предал Родину — не человек), что усиливает нравственную оценку патриотического долга в художественном тексте.

В романе Льва Толстого «Война и мир» мысль о служении Родине звучит сквозь всю книгу: «Я живу и умру за Россию» — слова Андрея Болконского отражают установку на жертвенность и долг.

В книге Марка Твена «A Connecticut Yankee in King Arthur's Court» встречается отсылка к пословице: «There's no place like home» — персонаж чувствует тоску по родной стране, что служит выражением эмоциональной связи человека с Родиной даже в фантастическом повествовании.

3. Публицистический контекст:

В статье на «Российской газете» о Дне Победы: «Сегодня мы снова стоим горой за Родину, чтя память дедов» — актуализация фразеологизма в современном медиатексте подчеркивает преемственность патриотических ценностей.

Обсуждение

Сравнительный анализ показывает, что во всех трёх культурах патриотизм является важной ценностью, но имеет свои акценты. В узбекском языке доминирует образ Родины как святыни и основного элемента идентичности. В русском языке ключевыми являются мотивы долга, ответственности и жертвенности. В английском языке основной акцент делается на личной гордости, свободе и защите прав своей страны.

Различия объясняются историческими и культурными особенностями. Узбекская культура с её сельскохозяйственным укладом акцентирует любовь к земле, коллективизму и уважению к старшим. Русская культура, прошедшая через многовековые испытания и войны, пропитана героизмом и

самопожертвованием. Англосаксонская традиция с опорой на демократические ценности и права личности делает патриотизм частью гражданского самосознания.

Общие черты также очевидны: во всех культурах патриотизм тесно связан с понятием чести, ответственности перед предками и будущим поколением. Через язык формируется эмоциональная связь человека с родной землей, культурой, историей.

Заключение

Таким образом, лингвокультурологический анализ концепта «патриотизм» в узбекской, русской и английской языковых культурах позволил выявить как универсальные, так и уникальные элементы. В условиях глобализации и культурного обмена концепт патриотизма продолжает развиваться, приобретая новые грани — гражданскую активность, заботу о будущем, осознанное участие в жизни общества.

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TIL QOBILIYATLARINI BAHOLASH VA TAHLILDA RIVOJLANISHLAR

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Annotatsiya:

Ushbu maqolada til qobiliyatlarini baholash va tahlil qilish jarayonida qo'llanilayotgan zamonaviy usullar va rivojlanish tendensiyalari tahlil qilinadi. Baholash mezonlari, yangi texnologiyalar va til o'rganuvchilarning natijalarini yaxshilash bo'yicha ilg'or uslublar ko'rib chiqiladi. Shuningdek, turli baholash metodlarining samaradorligi hamda ularning ta'lim jarayoniga ta'siri o'rganiladi.

Kalit so'zlar: til qobiliyatlari, baholash metodlari, til o'rganish, til testlari, tahlil usullari, zamonaviy texnologiyalar.

Til o'rganish jarayonida qobiliyatlarni baholash muhim bosqichlardan biri hisoblanadi. Ushbu baholash natijalari o'quvchilarning rivojlanish darajasini aniqlash, o'rganish strategiyalarini takomillashtirish va kelajakdagi ta'lim dasturlarini shakllantirishda muhim rol o'ynaydi. So'nggi yillarda texnologik yutuqlar va sun'iy intellekt vositalarining rivojlanishi bilan til qobiliyatlarini baholash usullari ham sezilarli darajada takomillashdi.

Ushbu maqolada til o'rganishda qo'llaniladigan baholash tizimlari, ularning samaradorligi va rivojlanish tendensiyalari tahlil qilinadi.

Til qobiliyatlarini baholash bo'yicha nazariy va amaliy tadqiqotlar ko'plab adabiyotlarda keltirilgan. Baholash usullari orasida an'anaviy testlar, kommunikativ testlar, portfoliolar, avtomatlashtirilgan baholash tizimlari va sun'iy intellekt asosida baholash usullari mavjud³.

Metodologik yondashuv sifatida maqolada quyidagi usullar qo'llaniladi:

Eksperimental tahlil – turli test usullarining natijalarini solishtirish.

Anketalar – o'qituvchi va o'quvchilarning baholash tizimlari haqidagi fikrlarini aniqlash.

Statistik tahlil – olingan natijalarni matematik usullar bilan qayta ishlash.

Baholash tizimlarining taqqoslanish

Jadval 1: Baholash tizimlari va ularning samaradorligi⁴

Baholash usuli	Afzalliklari	Kamchiliklari
An'anaviy testlar	Oddiy va tezkor	Subyektivlik mavjud
Kommunikativ testlar	Real sharoitda baholash imkoniyati	Baho chiqarish murakkabligi
Portfoliolar	O'quv jarayonini to'liq ko'rsatish	Vaqt talab qiladi
Sun'iy intellekt asosida testlar	Tezkor va obyektiv baholash	Ilg'or texnologiyalar talab qiladi

2. Baholash natijalarining samaradorligi

Jadval 2: Baholash tizimlari bo'yicha o'quvchilarning o'zlashtirish darajasi⁵

Baholash usuli	O'quvchilar o'rtacha natijasi (%)
An'anaviy testlar	70%
Kommunikativ testlar	85%
Portfoliolar	88%
Sun'iy intellekt asosida testlar	92%

Ushbu natijalarga ko'ra, zamonaviy baholash tizimlari, ayniqsa, sun'iy intellekt asosida ishlab chiqilgan testlar va portfoliolar samarali ekanligi kuzatilgan.

Til qobiliyatlarini baholash jarayoni doimiy rivojlanib bormoqda va yangi yondashuvlar, texnologik yutuqlar bu jarayonga sezilarli ta'sir ko'rsatmoqda. An'anaviy testlardan farqli o'laroq, kommunikativ va texnologik yondashuvlar til o'rganishda yanada samarali natijalarga erishish imkonini bermoqda. Ayniqsa,

¹ Rayumqulova Maftuna Nodir qizi

² Abdivasiyeva Dilso'z Ilhom qizi

³ Brown, H. D. (2004). Language Assessment: Principles and Classroom Practices. Pearson Education.

⁴ Chapelle, C. A., & Douglas, D. (2006). Assessing Language through Computer Technology. Cambridge University Press.

⁵ Weir, C. J. (2005). Language Testing and Validation: An Evidence-Based Approach. Palgrave Macmillan.

sun'iy intellekt va avtomatlashtirilgan baholash tizimlari test natijalarining obyektivligini oshirishda muhim rol o'ynamoqda.

Kelajakda til qobiliyatlarini baholash tizimlari yanada rivojlanishi, shuningdek, individual baholash usullarining yanada takomillashishi kutilmoqda. Ta'lim jarayonida bu usullarni qo'llash orqali til o'rganish jarayonining samaradorligi oshirilishi mumkin.

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**TILSHUNOSLIKDA TADQIQOT VA RIVOJLANISH
YO‘NALISHLARI**

**AREAS OF RESEARCH AND DEVELOPMENT IN THE
FIELD OF LINGUISTICS**

**НАПРАВЛЕНИЯ ИССЛЕДОВАНИЙ И РАЗРАБОТОК В
ОБЛАСТИ ЯЗЫКОЗНАНИЯ**

SECTION IV

AREAS OF RESEARCH AND DEVELOPMENT IN THE FIELD OF LINGUISTICS

DETECTIVE GENRE: A COMPARATIVE ANALYSIS OF THEORETICAL FEATURES

B. Kholikov¹*Abstract:*

This article explores the theoretical characteristics of the detective genre by analyzing the views of international scholars and comparing two literary works from geographically and morally diverse backgrounds. Through the comparison of *The Godfather* by Mario Puzo and *Shaytanat* by Tohir Malik, the study identifies key elements that define detective fiction. It discusses the genre's origins, narrative structure, character archetypes, and philosophical underpinnings. Furthermore, it evaluates how each work reflects its socio-political context, enriching the understanding of justice and morality. The study also highlights the role of detective fiction in addressing broader issues of justice, identity, corruption, and social critique, establishing its significance within world literature.

Key words: Detective genre, crime fiction, literary analysis, comparative literature, justice, morality, character archetypes, narrative structure, social critique.

Introduction. Detective fiction is a literary genre distinguished by its focus on crime, justice, and the process of investigation. Unlike classical literary genres such as tragedy or romance, detective stories are driven by the pursuit of truth and the restoration of moral or legal order. The genre often emphasizes the intellect of the investigator and the complexity of the criminal act, transforming crime into a symbolic representation of societal or psychological breakdown.

The emergence of detective fiction can be attributed to both Western and Eastern literary traditions. While Edgar Allan Poe's short story *The Murders in the Rue Morgue* (1841) is widely regarded as the formal beginning of the genre, themes of crime, guilt, and retribution have deep roots in ancient literature and oral traditions. This study traces the genre's evolution and compares two seminal works—*The Godfather* and *Shaytanat*—that embody the key theoretical and structural features of detective fiction, despite their differing cultural and ideological settings.

The classification of detective texts as a distinct genre has been analyzed through comparative-typological and historical-cultural approaches, focusing on shared and unique elements such as the conflict between good and evil, humanistic values, individual dilemmas, and the moral-psychological state of the perpetrator.

The use of phraseological expressions, wise sayings, philosophical reflections, and unique speech patterns in both works demonstrates the authors' creative skill, intellectual depth, and life experience. Unlike traditional literary genres, the artistic essence of the detective genre lies in its focus on criminal motivation, the process of uncovering the crime, and the pursuit of justice.

Theoretical Background and Historical Development Detective fiction is the product of a convergence of literary, religious, and philosophical influences:

Religious and Moral Influences: Sacred texts such as the Bible and the Qur'an contain moral narratives involving crime and justice. For instance, the story of Cain and Abel functions as an early murder mystery, complete with motive and punishment. Islamic jurisprudence has long emphasized investigation and justice through evidence and testimony, forming a conceptual basis for procedural justice.

Philosophical and Social Perspectives: Philosophers like Plato and Aristotle considered justice a cornerstone of society. In *The Republic*, Plato discusses justice as a moral and political ideal, which echoes the detective genre's concern with restoring order. Modern theorists like Michel Foucault connect crime and punishment with power structures, linking detective fiction with critical social theory.

Literary Traditions: Detective fiction draws from classical tragedy, medieval morality plays, and folklore. In Uzbek folklore, clever protagonists solving riddles or exposing wrongdoers reflect a cultural investment in

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justice and investigative prowess. British mystery writing (Agatha Christie, Arthur Conan Doyle), American noir (Raymond Chandler), and post-Soviet literature have all shaped the genre.

Narrative and Structural Analysis of Detective Fiction Detective fiction is defined by narrative structure, character archetypes, and a philosophical approach to justice:

Structural Features: Most stories follow a three-part structure:

Disruption: A crime disturbs the social order.

Investigation: The protagonist uncovers the truth amidst deception.

Resolution: The criminal is revealed and justice is either served or questioned.

Character Archetypes:

Investigator: Insightful, rational, sometimes morally ambiguous.

Criminal: Often complex and motivated by trauma or ideology.

Victim: Represents societal vulnerability.

Society: Typically shown as flawed, highlighting systemic issues.

Thematic Features: The genre explores contrasts such as truth vs. deception and justice vs. revenge. It critiques legal systems and examines moral ambiguity, offering philosophical insights.

Comparative Analysis: *Shaytanat* and *The Godfather* Despite originating from different socio-political contexts—Soviet and post-Soviet Uzbekistan, and mid-20th-century America—both novels exemplify the detective genre while reflecting unique cultural themes.

Character Complexity: In *The Godfather*, Vito Corleone is both a criminal and a paternal figure, upholding a code of honor. His unlawful actions are justified through personal justice and loyalty. In *Shaytanat*, Asadbek is shaped by a corrupt society and driven by survival and revenge. His sense of morality is rooted in Uzbek traditions and the failure of legal systems.

Cultural Reflections: Both novels critique the erosion of institutional justice and the rise of alternative power structures (the Mafia and criminal clans). *Shaytanat* emphasizes themes like honor and family pride, while *The Godfather* deals with immigrant identity and capitalist values.

Narrative Techniques: Both authors use non-linear storytelling, flashbacks, and multiple perspectives. Techniques such as silence, secrets, and indirect dialogue enhance suspense and moral ambiguity.

Justice and Morality: In both novels, justice becomes a personal mission. The protagonists enforce their own codes, challenging conventional heroism and legality.

Conclusion. Detective fiction, far from mere entertainment, serves as a profound literary form that interrogates justice, morality, and power. Through a comparative analysis of *Shaytanat* and *The Godfather*, it is evident that detective fiction transcends cultural and geographical boundaries. Both works reveal thematic and structural parallels, affirming the genre's universal appeal and intellectual richness.

By addressing moral dilemmas, character psychology, and societal flaws, detective fiction becomes a critical tool for cultural expression and philosophical exploration. It continues to evolve, reflecting the complexities of the human condition and securing its place in world literature.

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LINGUISTIC REFLECTION AND THEORETICAL FOUNDATION OF THE CATEGORY OF TIME

G. Boltakulova ¹

Abstract:

Represented in language and thought across cultural borders, abstract time is among the most fundamental and universal concepts in human cognition. With consideration for its linguistic, philosophical, and cognitive features, this article investigates the language reflection of time and theoretical foundations. Examining both extralinguistic and interlinguistic conceptions of time helps the study underline the link between language and temporal cognition. Drawing on a range of theoretical viewpoints, the research charts the evolution of time perception from ancient times to modern linguistic concepts. The findings deepen our understanding of how language constructs, conceptualizes, and expresses time.

Key words: time, linguistic reflection, cognitive linguistics, temporal expressions, extralinguistic model, interlinguistic model, conceptualization of time.

Time is really important for human intellect and communication. From linguistic, philosophical, and psychological viewpoints as a fundamental cognitive concept, it has been thoroughly investigated. Time is always present in language even if it is viewed differently in several civilizations. The linguistic encoding of time helps one to deduce human awareness of temporal links and event sequencing [2, P. 34].

This work aims to investigate, using linguistic and cognitive theories, the theoretical underpinnings of time as a language term. By examining extralinguistic and interlinguistic models, this study will look at how time is expressed in different language environments. This research is significant as it clarifies the cognitive and cultural components of time and how it is expressed in language, therefore augmenting our understanding [3, p. 7].

Research on the idea of time has come out of several academic disciplines, including linguistics, philosophy, and physics. Aristotle's conception of time as a metric of motion and change has affected both ancient and modern points of view [4, p. 213]. Modern cognitive linguistics typically see time metaphorically in line with spatial conceptions. Studies find that many languages describe temporal development using spatial metaphors—such as "moving forward in time" or "looking back on the past" [5, p.214].

Structural linguistics have also explored the language mirror of time. Scholars claim that language codes time via grammatical tense, aspect, and modality. The evolution of temporal phrases in many languages reveals the dynamic aspect of temporal cognition. [5, p. 57] Moreover, recent language theories underline the dual nature of time representation—extralinguistic (objective sequencing of events) and interlinguistic (subjective experience of time) [7, p. 17].

1. Models of Time: Extralinguistic and interlinguistic models.

One might represent time using extralinguistic and interlinguistic frameworks. The extralinguistic view of time is one of objective succession of events arranged chronologically. Representing this language-independent model linearly, time moves forward and a point (T) [8, p.214] shows the current instant.

Conversely, the interlinguistic paradigm adds human contact, perception, and temporal interpretation. This paradigm is shaped by cognitive frameworks, linguistic structures, and society influences. The concept of "past, present, and future" is buried differently depending on the language, which influences the way speakers grasp and convey temporal events [3, p. 7].

2. Time: Linguistic and Cognitive Representation.

Cognitive linguistics holds that time is constructed using metaphors from spatial cognition rather commonly. Many languages use spatial concepts to describe chronological advancement. English speakers often show the metaphorical mapping of time onto location by using expressions like "time flies" and "a long time ago," for instance [5, p. 210].

Moreover, absolute and relative references are the two varieties for temporal expressions. Absolute references include calendar-based expressions (e.g., "January 1st"), whereas relative references depend on the speaker's point of view—that of "yesterday" or "next week". These variations show the temporal encoding complexity of language [7, p. 17].

3. Philosophical Interpretations of Language's Time.

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Philosophical debate about time has been going on since ancient days. Aristotle described time as a gauge of motion whereas Christian thought presented a straight, permanent concept of time. This perspective was formed by theological ideas on eschatology, history, and creation [4, p.211].

When one looks through the lens of relativity and quantum physics, modern philosophy questions the objectivity and linearity of time. These ideas have been included into linguistic theories, which study how the grammatical and semantic patterns of many languages reflect philosophical stances on time [6, pp. 57].

4. Language's Purpose in Structuring Time.

Language provides a structure for expressing temporal linkages and arranging events, so it is necessary for organizing time. Tense is one of the grammatical categories of language that most clearly marks time. While some languages—like Chinese—dependent more on aspectual signals and context, others—like English—have a complex tense system [2, p. 34].

Moreover, linguistic relativity holds that speakers of different languages might see time differently. Research comparing Hopi and English, for instance, reveal variations in how time is understood and articulated. English describes time linearly; Hopi stresses repeating events by utilizing a cyclic method [8, p. 214].

5. Cultural Variations in Time View.

Cross-linguistic studies reveal quite clear cultural differences in time perception. Consistent with a future-oriented perspective, Western languages often stress long-term goals and planning. Conversely, languages such as Mandarin and Aymara combine cyclical or event-based ideas to depict many conceptualizations of time [6, p. 1957].

Linguistic patterns also indicate how cultural background affects perception of time. For many African languages, for example, time is understood as a flexible and event-driven construct rather than as a strict linear sequence. These variations suggest that temporal cognitive processes both reflect and shape language [7, P. 17].

6. Translation and Language Learning: Effects.

Knowledge of how time is linguistically expressed in both language acquisition and translation has practical applications. For second language learners, temporal variations might be challenging at times especially if their native tongue has a distinct conceptual framework for time. In a similar line, translating time-related phrases among languages that see time differently might become challenging [8, p. 210].

By means of the development of cross-cultural awareness of temporal concepts, one may ensure the intended meaning across language boundaries by enhancing communication and translating accuracy. Future research might examine teaching techniques that let students in multilingual environments acquire temporal expressions [3, pp. 7].

In conclusion, a complex and multifarious concept, time affects cognitive, philosophical, and linguistic spheres. The contrast between extralinguistic and interlinguistic notions of time shows how both objectively and subjectively time may be viewed. Furthermore, underlined by the functions of spatial metaphors, grammatical tenses, and cultural influences are the intricate ways in which language expresses temporal cognition. Examining time from a linguistic perspective helps this paper show the changing character of temporal representation in different languages and cultures. Learning these variations helps us to better grasp human cognition and communication. Future studies, particularly in multilingual and cross-cultural environments, should look further at the interaction between language and time.

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ИЕРАРХИК МУНОСАБАТ: ФОНЕМА, МОРФЕМА ВА СЎЗДА ПОҒОНАЛИЛИК

Х. Хайруллаев ¹

Аннотация:

Фонемалар, морфемалар ва сўзлар бири бошқаси учун қурилиш материалидир. Бу борада тилшунослик фани тараққиётининг турли даврларида турлича фикрлар, қарашлар шаклланган бўлиб, мазкур фикр мулоҳазалар фанимиз тараққиётининг бугуни ва эртанги тараққиёти учун ҳам жуда муҳим ҳисобланади. Бугунги кунда тил ва компьютер технологиялари узвийлиги масаласи долзарб бўлиб турганидан келиб чиқилса, масала моҳиятининг дастурий таъминот яратиш учун зарурат ҳисобланган лингвистик таъминот учун тил бирликлари қатъий белгилаш масаласи долзарб экани изоҳ талаб қилмайди. Мақолада тил ва унинг бирликлари иерархияси масаласига алоҳида эътибор қаратилган.

Калит сўзлар: фонема, морфема, сўз, сегмент, тил бирлиги, нутқ бирлиги, функционал фаоллик, тил сатҳи, нутқ сатҳи.

Фонемани тил материалининг сегменти тарзида ўрганиш унинг муайян объект таркибидаги ўрнини аниқлашимиз учун аҳамиятли бўлса ҳам, бу орқали унинг функционал фаоллиги хусусида мулоҳаза юрита олмаймиз. Уни ўзидан катта бирлик сатҳида ўрганганимиздагина функционал қиммат ҳақида фикр билдиришимиз мумкин ва бир пайтнинг ўзида фонемадан катта тил бирликлари морфема ёхуд сўз хусусида ҳам баҳс юрита оламиз [Бенвенист Э.: 131-135].

Шуни ҳам айтиш керакки, баъзи сўзлар борки, улар бир йўла тилнинг уч хил бирлиги талабларига жавоб бера олади. Масалан, у графемасини олайлик. Мазкур элемент фонематик, морфематик ва сўз сатҳларининг ҳар бирининг мучаси вазифасида талқин этилиши мумкин. Бироқ уни морфема деб, ёки сўз деб талқин этганимизда тилнинг кичик сатҳи бирлиги мақоми нейтраллашади деб тушунмаслигимиз керак. Бошқача айтганда, уни морфема тарзида ўрганганимизда фонематик сатҳ бирлиги морфематик сатҳ бирлигининг таркибига кираётгани, у билан поғонали муносабат ташкил этаётгани ўз кучини тўлиқ сақлайди. Шунингдек, у морфематик сатҳ бирлиги сифатида сўз таркибига кираётганида ҳам морфема ва сўз ўртасидаги поғонали муносабат тўлиқ сақланади. Бундай вазиятда фақат шунга эътибор беришимиз керакки, айтиш пайтда тилнинг фонематик, морфематик ва сўз сатҳлари бирликларининг ифода materiali бир хил бўлади, холос.

Муайян тил бирлигини, масалан, сўзни кичик бирликларга сегментлаш шу бирлиkning конститутив (ташкил этувчи) унсурлари ҳақида маълумот беради. Конститутив унсурлар, албатта, таҳлил этилаётган бирлик сатҳидан кичик сатҳга тегишли бўлади. Демак, бу жараён сегментланаётган бирлиkning формаси хусусида маълумот беради. Шу бирлик таркибида жамланиб унинг таркибий қисмини ташкил этаётган кичик сатҳ бирликлари маъно ифодаси билан боғлиқ бўлади. Бошқача айтганда, муайян бирлиkning интегратив хусусияти маъно ифодасини беради. Катта бирлик ичида кичик бирлиklar маълум қоидалар (фонетик, грамматик) асосида ўзаро бириколмас экан, бу ўринда интеграция тушунчаси нолга тенг бўлади. Бу ҳақда сўз юритганида Э.Бенвенист Ф.де Соссюрнинг қуйидаги мисолини келтиради: «Белгининг ифодаловчи ва ифодаланувчи жиҳатларини кўп пайтларда гавда ва руҳ қоришувини тақозо этувчи инсон (шахси) билан қиёс қилишадилар. Бироқ бундай қиёс унчалик ўринли эмас. Бунда бирор кимёвий қоришувни мисол келтириш мақсадга мувофиқроқ бўларди. Масалан, кислород ва водород қоришувидан иборат бўлган сувни олайлик. Агар мазкур унсурларни алоҳида оладиган бўлсак, уларнинг бирортаси ҳам сув хусусиятига эга бўлолмайди» [Бенвенист Э.: 137]. Бу, албатта, ўз навбатида, тил бирлигининг интегратив хусусияти ўта муҳим аҳамиятга эга эканлигидан далолат беради.

Тил сатҳлари бири иккинчиси билан узвий боғлиқ бўлса ҳам, уларнинг ҳар бири ўзича бир хил бирлиklar макропарадигмасини жамловчи нисбий автоном механизмларни тақозо этади. Бироқ реал қўлланишига кўра мазкур автоном механизмлар бирликлари ўзидан катта автоном механизмлар таркибига кирмоғи лозим. Бу жараёнда улар иккинчи сатҳ учун қурилиш materiali ҳамда унинг интегрантлари вазифасини бажаради. Бошқача айтганда, ҳар бир автоном механизм бирлиги ўзидан катта бирлик сатҳида тил бирликлари интеграциясини ташкил этади. Масалан, фонематик сатҳ

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бирликлари – фонемалар морфематик сатҳ бирлиги – морфема таркибига кирганда ундан кичик бирликлар интеграциясини ҳосил қилади [Головин Б.Н.:146-147].

Мазкур муносабатларнинг ҳар бири ўзига хос хусусиятларга эгадир. Агар парадигматик муносабат тил бирликларининг ўзлари тегишли бўлган сатҳ доирасидаги муносабатини тақозо қилса, синтагматик муносабат муайян сатҳ бирликларининг иккинчи сатҳ ичида бир-бири билан боғланишини намоён этади. Бунда шу нарса характерлики, фақат муайян бир сатҳга тегишли бирликларгина муносабатга кириша олади. Масалан, фонема фонема билан, морфема морфема билан ёхуд сўз сўз билан синтагматик боғланиши мумкин. Аммо шуни ҳам айтиш керакки, синтагматик муносабат иерархик муносабатнинг шаклланишига олиб келади. Гап шундаки, фонема фонема билан ёки морфема морфема билан ўз сатҳлари доирасида муносабатга кириша олмайди. Бунинг учун уларга ўзларидан катта сатҳни ташкил этувчи қўлланиш объекти лозим бўлади. Бу эса бир пайтнинг ўзида сатҳлараро муносабатнинг, яъни иерархик муносабатнинг шаклланишига ҳам олиб келади. Демак, синтагматик ва иерархик муносабатлар бир-бири билан узвий боғлиқдир. Зотан, тил бирликлари горизонтал қатор бўйлаб ўзаро боғланган тақдирдагина ўзларидан катта бирлик билан поғонали муносабат ташкил эта олади.

Шуни алоҳида таъкидлаш лозимки, тилнинг ҳар бир сатҳи бирликлари ўзларича алоҳида системани тақозо этади. Уларнинг иерархик муносабат доирасига кириши ва бошқа сатҳ бирликлари билан боғланиши система тушунчасини кенгайтиради ва яхлит тил системаси ҳақида тасаввур ҳосил қилади. Бундай вазият нафақат тил сатҳлари бирликлари муносабатида, балки нутқ сатҳлари бирликлари боғланишида ҳам кузатилади.

Бундай вазиятни ўзбек тилшунослигида ҳам кузатамиз. Бу ҳақда Ҳ.Неъматов ва О.Бозоровлар қуйидагиларни мутлақо тўғри таъкидлайдилар: «Ҳозирги ўзбек тилшунослигида ўзаро диалектик боғлиқ бўлган тил ва нутқ ҳодисаларининг фарқига оид айрим фикрлар баён қилинаётган бўлишига қарамай, ҳозирга қадар бу масалага эътибор етарли эмас. Тил билан нутқни фарқлаб ёндашиш ўзбек тили тадқиқотлари учун асос қилиб олинмаганлиги нутқ товуши ва фонема, фонетик ва фонематик ўзгаришлар, лексема, лексик ва ситуатив номинация, қурилма (моделлари) ва уларнинг юзага чиқиши, луғавий бирликларнинг макро- ва микротекстдаги хусусиятлари, ўзбек тили синтактик сатҳида моҳият ва ҳодиса каби масалаларни атрофлича чуқур тадқиқ этишга тўсқинлик қилмоқда» [Неъматов Ҳ., Бозоров О.: 7-8].

Айни пайтда шуни алоҳида таъкидлаш лозимки, тилшунослик фани тараққиётининг ҳозирги даврида тил билан нутқнинг узвий боғлиқлиги тўлиқ эътироф этилгани ҳолда, уларни фарқлаб ўрганиш лозим ва зарурлиги ҳам тан олинмоқда. Бунинг далили тарзида нутқ лингвистикасининг, кечикиб бўлса-да, тилшуносликнинг мустақил йўналиши сифатида илмий асосланаётганини кўрсатиш мумкин.

Нутқ лингвистикаси тил лингвистикаси билан узвий боғлиқ бўлиб, у тил бирликларидан катта бирликлар ва уларнинг сатҳларига оид масалалар талқини билан шуғулланади. Таъбир жоиз бўлса, айтиш мумкинки, нутқ лингвистикаси тил лингвистикасининг давомидир. Шу боис, тил ва нутқ бирликлари ва улар тегишли бўлган сатҳлар ўртасидаги поғонали муносабат бири иккинчиси билан боғлиқ ҳолда фаолият кўрсатади. Буни матнни сегментлаш жараёнида ҳам, ёхуд индуктив метод асосида матн шаклланишининг синтезига эътибор берганимизда ҳам бемалол кузатиш мумкин. Демак, тил ва нутқ бирликларини ва сатҳларини фарқлаб ўрганиш тил билан нутқ ўртасидаги узвий боғлиқликни инкор этмайди ва бу мумкин ҳам эмас [Касевич В.Б. :21].

Бироқ В.Б.Касевич гап ва у орқали ифодаланувчи сатҳ ҳам тилга тегишли эканлигини таъкидлайди: «Яхлит ҳолдаги хабар фрагментини тил бирлиги – гапдан кичик бошқа бирликлар билан ифодалаб бўлмайди» [Касевич В.Б.: 21]. Бизнингча, гапнинг хабар ифодасини бериши унинг тил бирлиги мақомида келишини талаб қилмайди, зотан, хабар ифодаси нутқда шаклланади ва унда тил бирликларининг когнитив-коммуникатив вазифалари кесишади.

Дарҳақиқат, нутқ сатҳлари масаласи тилшунослигимизда ҳамон изоҳталаб бўлиб қолмоқда. Лекин тил сатҳлари бобида бундай дея олмаймиз. Чунки тилда қанча бирлик бўлса, унинг сатҳлари сони ҳам шунча бўлмоғи лозим. Нутқ сатҳлари ҳақида эса ҳали бирор қатъий фикр айтилгани йўқ. Чунки нутқ бирликлари масаласи ҳамон мунозарали бўлиб қолмоқда. Шу боис тил ва нутқ сатҳларининг ўрганилиши масалаларини бир-бири билан қиёслаш қийин.

Тилда фонема, морфема ва сўз каби бирликлар асосида фонематик, морфематик ва сўз сатҳлари шаклланиши ҳақида айтиб ўтган эдик. Мазкур сатҳлар ичида сўз сатҳи ўз нуфузига кўра ажралиб туради. Унинг бирликлари воситасида воқеланувчи гап сатҳи эса тилга эмас, балки нутқга тегишлидир. Бироқ В.М.Солнцев бунда фразеологик иборалар ва идиомаларни ҳисобдан ташқари деб билади [Солнцев В.М. :18.].

Бу ҳақда айтилган М.Миртожиевнинг қуйидаги фикри ҳақиқатга яқиндир: «Фразеологизм бирикма ёки гап қолипни бўлганлиги ва у бир луғавий бутунликка айланганлигига қарамай, ўз синтактик

хусусиятларини сақлаб қолади. ...Фразеологизм ҳам луғавий бирлик ҳисобланади. Шунинг учун ҳам уни сўзга тенг қўйиб, гап таркибида бирор бўлак вазифасида келади деб, шу фикр илгари сурилади. Бунда бирикма қолип ва гап қолип фразеологизмлар ҳам назарда тутилади. Бироқ шу ўринда шуни унутмаслик керакки, фразеологизм фақат семантик ҳодисадир. Шу ваздан ҳам у нутқ таркибида семантик қайта бўлинишни юзага келтирса ҳам, синтактик қайта бўлинишни юзага келтирмайди» [Миртожиев М.М. : 187].

Дарҳақиқат, фразеологик ибораларнинг бир тури турғун ҳолдаги сўз бирикмаси саналиши мутлақо семантик нуқтаи назардан аҳамият касб этади. Аммо уларнинг синтактик салмоғида бунинг тескарисини кўрамиз. Фикримиз далилини фразеологик иборалар компонентларининг синтактик муносабатида бемалол кузатиш мумкин. Бу ўринда Ш.Раҳматуллаевнинг қуйидаги мулоҳазасини келтириш мақсадга мувофиқдир: «Ибора таркибини синтактик таҳлил қилиш нутқ бирлигининг таркибини эмас, балки тил бирлигининг таркибини таҳлил қилиш бўлади.

Фразеологик бирликлар ҳақида сўз юритилганда шуни ҳам айтиш лозимки, гап шаклидаги фраземалар, бизнингча, реал қўлланиш шаклини нутқда топади, тилда эса улар абстракт ҳолда мавжуддир. Масалан, *тарвузи қўлтиғидан тушди, юраги ёрилди, ҳафсаласи пир бўлди* ва ҳ.к. каби гап шаклини олган фраземаларнинг тилдаги вариантлари *тарвузи қўлтиғидан тушмоқ, юраги ёрилмоқ, ҳафсаласи пир бўлмоқ* тарзидаги мавҳум (виртуал) маъноли моделларни тақозо этади. Бу эса, ўз навбатида, гап шаклидаги фраземаларнинг нутқ билан узвий алоқаси борлигини кўрсатади. Гап эса нутқда шаклланади.

Шундай қилиб, гапнинг лингвистик мақомини нутқдан айри ҳолда тасаввур этиш қийин эканлигини кўрамиз. Сўз бирикмасини эса, гарчи нутқда шаклланса ҳам, бу билан тенглаштириб бўлмайди. Биринчидан, у мудом ҳосила структурани тақозо этади. Иккинчидан, сўз бирикмаси компонентлари гап таркибида гапнинг ҳам компонентлари саналади. Бундай вазият сўз бирикмасини нутқ бирлиги деб ва шу билан бирга, уни нутқнинг алоҳида сатҳи сифатида ўрганиш учун муаммолар туғдириши шубҳасиздир.

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С.18.

ANALYSIS OF ADAPTATION AND USE OF SOCIO-POLITICAL CONCEPTS IN RUSSIAN AND ENGLISH DISCOURSES

R. Andashova ¹, Mirzalim kzy Gulmeerim ²

Abstract:

This article examines the factors influencing the transformation of terminology in media discourse, including historical context, ideological frameworks, national values, and political circumstances. It explores examples of key concepts being reinterpreted depending on social and cultural contexts, as well as their use in propaganda and political discourse. Particular attention is paid to the differences in the interpretation of terms in Russian- and English-language media sources, identifying cases of borrowing, adaptation, and rethinking of concepts depending on the target audience. The role of digital technologies and social media algorithms in spreading new interpretations of terms and shaping the global agenda is also considered. Additionally, the research analyzes the influence of international organizations, political leaders, and social movements on the transformation of key concepts and their perception in different cultural and linguistic environments. It explores how media discourse contributes either to the convergence or the deepening of differences in the understanding of socio-political concepts in the context of global communication.

Key words: media discourse, sociopolitical concepts, linguistic adaptation, globalization, political manipulation, Cross-cultural communication, International terms, semantic transformation.

Globalization, as a comprehensive process of interconnection and interdependence of states and societies, exerts a profound and multifaceted impact on all aspects of human life, including language and political discourse. Its influence manifests in the rapid spread of socio-political concepts, ideas, and ideologies that transform local cultures and political systems. This phenomenon has been made possible by a number of factors that are interconnected and mutually reinforcing.

First and foremost, international organizations such as the United Nations, the World Bank, and the International Monetary Fund play a crucial role. At the same time, the mechanisms of borrowing and adapting such concepts in different languages remain insufficiently studied, making them an important area of research. These organizations establish global standards and promote specific political and economic models, thereby shaping a unified international political language and discursive frameworks. Their influence extends from the adoption of international treaties and agreements to the financing of development projects, which are often accompanied by the implementation of certain ideological orientations. For example, programs supporting democratization are frequently linked to the promotion of liberal values and institutions, which impacts the political culture of the recipient countries.

Secondly, the development of digital media and the global internet network has become a catalyst for the globalization process. Mass media, social networks, and online platforms ensure the rapid dissemination of information, ideas, and propaganda on a global scale, blurring the boundaries between cultures.

However, the globalization of information flows not only facilitates greater accessibility to knowledge but also presents certain risks. This process has a dual effect: on the one hand, it increases awareness and provides access to diverse viewpoints, but on the other hand, it contributes to the spread of disinformation, radical ideas, and the creation of «echo chambers» in which people encounter only homogeneous opinions, reinforcing their biases [15, p. 137].

In this process, linguistic borrowing becomes one of the key tools through which globalization permeates local cultures. The influence of this phenomenon on the language system is particularly evident in the process of borrowing and adapting terminology. Concepts such as «globalization», «migration», «populism», and «terrorism» actively penetrate national languages. Words that originally have Western origins gradually undergo adaptation, integrating into the norms of Russian and other languages [3, p.98].

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It is important to understand that borrowing does not occur randomly. It follows certain patterns and is directly linked to areas where contact between languages is most active. Political discourse, being one of the most dynamic fields, is especially susceptible to the influence of global processes. The impact of media and the internet space as the main sources of borrowing in language can be traced through current trends and their effect on political vocabulary.

The modern digital technologies significantly accelerate the process of terminology dissemination, transforming borrowed words into part of everyday language. International news agencies such as BBC, CNN, and Reuters, along with social media platforms (Twitter, Facebook) and political blogs, create a global information environment. In this environment, new concepts spread at an incredible speed, becoming ingrained in public consciousness. This phenomenon is actively studied in linguistics and sociology, where the mechanisms of borrowing and adapting terms from one language system to another are examined [4, p. 132].

One of the most prominent examples of such borrowings are the terms «fake news» and «cancel culture», which emerged in the English-speaking media space and have become an integral part of global political lexicon.

«Fake news» has become widely used in the context of misinformation spread through media or online platforms to manipulate public opinion or the political process. Due to its brevity and universality, the term quickly spread to other linguistic and cultural environments, sometimes without any changes, which indicates its high adaptability. In the article «Fake News: A New Era of Media Manipulation», the authors emphasize that the term not only describes false information but also reflects changes in the perception of public information in the postmodern era, where truth and falsehood are often mixed.

However, the perception of fake news varies across cultures. In Western countries, such as the United States and the United Kingdom, the term is seen as a threat to democratic institutions tied to the independence of the media. In the study «Fighting Fake News: A Data-Driven Approach to Social Media Manipulation», it is confirmed that the Western audience tends to associate fake news with political manipulation, which exacerbates public discontent. In Eastern European and Asian countries, the perception may be less negative, as news is often more situational and dependent on the political situation in each state [9, p. 129].

The term "cancel culture" also emerged in the English-speaking society as a reaction to social and political practices aimed at boycotting public figures or ideas that violate ethical norms. It encompasses the phenomenon of mass condemnation and exclusion of individuals or organizations, which can be seen as a tool for social accountability. In the article «Cancel Culture and the Politics of Public Shaming», author K. H. Fearnley argues that in Western societies, this term is actively used to discuss the consequences of public acts or statements that contradict prevailing moral standards.

At the same time, the perception of cancel culture across different countries also demonstrates significant differences. In English-speaking countries, this term is often seen as a necessary measure aimed at strengthening social justice and equality. Research by R. K. Brown highlights that for American and British audiences, cancel culture is often associated with minority rights movements and anti-discrimination initiatives. In Eastern countries such as China or India, this phenomenon is viewed with caution, as these cultures place a higher value on collective stability and traditional norms, which conflicts with ideas about public boycotts and cancellations.

As a result, the borrowing of terms such as «fake news» and «cancel culture» is not only linked to global processes but also to differences in the perception of these phenomena across various cultures. The influence of media and the internet on the spread of such terms can be seen as a vivid manifestation of globalization; however, this influence has different nuances and interpretations depending on the cultural and political contexts in which these terms are used.

Alongside the media, the academic environment plays a significant role. University programs, research, translations of scientific literature, and international educational initiatives contribute to the incorporation of borrowed terms into professional lexicon. For instance, the concept of «populism» is widely used in political science, and its interpretation can vary across languages. In the English-speaking tradition, the term often carries a negative connotation, associated with the manipulation of public opinion. Meanwhile, in Russian discourse, it may be perceived more neutrally or even positively, which demonstrates the complexity of adapting borrowed concepts.

Furthermore, political institutions are actively involved in the dissemination of international terminology. Official speeches, legislation, and international agreements contribute to the consolidation of foreign concepts at the state level. Organizations such as the UN, the EU, and the WTO introduce standardized terminology, which is then adapted into national languages. For example, the term «human rights» is widely used in international law and diplomacy, but its interpretation can vary depending on the political context of a country.

The term itself was borrowed by numerous legal and political systems, especially after the adoption of the Universal Declaration of Human Rights in 1948. It became a key concept in international law, but its interpretation and application can differ significantly depending on the political context of the country. In democratic countries, human rights are understood as universal and inviolable, whereas in authoritarian regimes, restrictions may be placed on these rights or caveats may be made due to cultural and political factors. For example, in some countries, human rights are interpreted in light of traditions and laws, while in others, they are seen as part of a global movement for freedom and equality [12, p. 99].

Consequently, the term «human rights» becomes not just a borrowed term but also an important political tool. In countries with different political systems, its meaning may be adapted, reworked, or reinterpreted. This illustrates how international terminology can change depending on the internal political context and how it plays a role in shaping political and legal identity at a global level [8, p. 115].

However, the integration of international terminology into language is just the initial stage. Once a term enters the language, the process of its adaptation begins so that it can function within the framework of the native language system. This turns international concepts into integral elements of national discourse, requiring certain lexical and grammatical adjustments. One of the most common methods of adaptation is transliteration. This is a process in which the word retains its pronunciation but is written according to the orthographic norms of the target language. For example, the word «globalization» is transliterated as «глобализация», and «migration» as «миграция». Such borrowings remain close to the original in sound but comply with the rules of the Russian language, allowing them to be integrated into everyday use.

It is important to note that the political, social, and cultural environment in which borrowing occurs has a noticeable impact not only on the graphical form but also on the significant shift in the meaning of words. Subsequently, borrowed terms, even if they retain their original meaning in their language of origin, may acquire new nuances in other languages and contexts. This phenomenon is particularly characteristic of political and socio-cultural terms, which are often rephrased depending on the specifics of national identity and political circumstances. Therefore, the study of such words is not limited to their graphic adaptation but requires a thorough analysis of how their meanings change in different contexts.

Thus, the process of adapting foreign words into the native language represents not only a lexical transformation but also a significant alteration of meanings caused by new cultural and social realities. Research in this field shows that borrowings can undergo minimal changes as well as significant transformations, depending on how deeply a term is integrated into public consciousness and political discourse [11, p. 204]. An example of this is terms like «startup» or «liberalism», which undergo changes not only in terms of spelling but also in perception.

In particular, the term «startup», borrowed from English, has adapted to the Russian reality not only in terms of transliteration but has also acquired new nuances in the context of a dynamically developing economic environment. In the Russian language, this word has become not only a designation for startup companies but also a symbol of entrepreneurial activity and an innovative approach to business. Meanwhile, the word «liberalism» is often perceived with a distorted meaning, opposite to the liberal philosophy of the West. While in the West it is associated with progressive social and economic reforms, in the post-Soviet republics, it often takes on the connotation of political opposition and instability. This difference can be explained not only by translation nuances but also by the perception of political movements in different countries [19, p. 115].

The adaptation of international terms may not be limited to changes in form or meaning alone. The influence of cultural and political factors becomes especially apparent when a term begins to be used in the context of phenomena specific to a given culture. For instance, the term «human rights» has been borrowed into various legal systems through international legal agreements, such as the Universal Declaration of Human Rights. However, in different countries, this term can have various interpretations, taking into account the specifics of the social and political situation. Furthermore, changes also concern the context in which terms are used.

Depending on cultural and political conditions, the same word can carry different shades of meaning. For instance, the concept of «soft power», introduced by Joseph Nye in the 1990s, which implies the influence of a state through culture, diplomacy, and values, is viewed as a positive tool in international relations in English-speaking countries. Moreover, this concept is seen as a way to build «soft» influence, where values and culture help strengthen a state's position in international politics [7, p. 65].

However, in the context of the Russian language and cultural environment, the perception of soft power carries a somewhat different meaning, which is linked to the specifics of foreign economic and political policies. Often, this term is associated with geopolitical competition and strategies aimed at reinforcing national interests in the context of international political tension. In Russian discourse, soft power may be perceived

as a means of resistance rather than merely a tool for peaceful influence. This perception is not related to the rejection of the idea of soft power itself, but rather to the context in which it is applied.

Research shows that the perception of this term in different countries greatly depends on the political situation and historical context. For example, in the post-Soviet space, where geopolitical competition is often emphasized, soft power is viewed more as part of a broader strategy to counter the West. In contrast, in Western countries such as the United States or the United Kingdom, soft power represents a part of positive foreign policy aimed at improving global relations through cultural and educational exchanges, media, and diplomatic efforts.

An example of this is the use of state influence through mass media and cultural initiatives, which are often highlighted in the context of geopolitical competition for influence on the international stage [18, p.113]. At the same time, in Western countries, soft power is actively employed to promote the values of democratic governance, human rights, and international cooperation.

As a result, the perception of the concept of soft power in different cultures and political contexts undergoes significant changes, and its interpretation in Russian and English can vary considerably depending on the political situation, international relations, and national identity. As researcher Joseph Nye notes, soft power fundamentally involves the use of cultural, diplomatic, and informational tools to influence international relations, which in turn affects the perception of terms in various linguistic and political contexts. This process requires not only borrowing words but also their deep adaptation, often with changes in meaning, to account for the political and cultural specifics of a given country [7, p. 72]. Consequently, the perception of the concept of soft power and other terms, such as «democracy», «inclusivity», and «cybersecurity», can significantly differ depending on the political situation and cultural peculiarities.

One vivid example of this influence is the use of the term human rights. In English-speaking countries, it is perceived as a universal and global concept, encompassing a wide range of rights and freedoms, including civil, political, and socio-economic rights. However, in other countries, this term often undergoes localization and modification depending on the political situation. In some contexts, "human rights" may be viewed as a tool of influence by Western countries, reflecting a more complex and ambiguous perception of the term in international relations. This is explored in the works of authors such as Vladimir Kozhin, who analyzes the perception of Western human rights ideals in the post-Soviet space [5, p.73].

The adaptation of borrowed terms into everyday language occurs through various channels, such as the media, social networks, and political or governmental speeches. In public discourse, borrowed terms are not only integrated into national languages, but also play a significant role in shaping public opinion and political preferences. For example, in recent decades, the term cybersecurity has become a key element in both domestic policy and international security. The issue of internet security has become particularly relevant in the context of combating cyberattacks and protecting state information. However, this term has acquired a specific meaning, often being associated with protection from external threats. In Western countries, the term is used more neutrally, where cybersecurity is often seen as part of a broader concept of protecting private interests and data [17, p. 142].

The inclusion of international terms in the linguistic discourse is accompanied not only by the adaptation of their phonetic and grammatical forms, but also by changes in their semantic content. These changes are caused by differences in the cultural and historical development of languages, as well as the peculiarities of social consciousness and the political context. In English, many terms retain a neutral or positive connotation, whereas in Russian, they may acquire additional connotations related to societal perceptions.

This difference is especially noticeable in terms that have socio-political significance. One of the most striking examples of semantic transformation is the term liberalism. In English, liberalism broadly refers to a political philosophy focused on individual freedom, human rights protection, and market economy. In British and American discourse, this term can also refer to support for social reforms aimed at inclusivity and equality [10, p. 134]. In Russian, the word liberalism is often associated with political opposition and negative connotations related to Western influence. This change in meaning can be explained by historical factors, including the perception of liberal reforms in 19th- and 20th-century Russia [21, p. 92].

Another term that takes on different shades of meaning in Russian and English is globalization. In English, globalization is primarily viewed as an economic and cultural process aimed at the integration of countries and the development of international cooperation. In scientific discussions, the term has a neutral or positive connotation, denoting the expansion of interaction between states [14, p. 157]. In Russian, the word «глобализация» often carries connotations of the loss of national identity and a threat to traditional values, which is linked to political discourse and media narratives in recent decades [22, p. 134].

The concept of tolerance also demonstrates significant differences in interpretation between Russian and English. In English, the word tolerance is used in the context of human rights and democracy, denoting respect for differences and the principle of non-coercion to uniformity [3, p. 27]. In Russian, the term «толерантность» is sometimes perceived as an artificially imposed requirement, which is linked to differences in traditional values and public perception of social norms. Research shows that in Russian, the word is more commonly used in legal and political texts but is less frequently found in everyday communication, in contrast to English, where it has broader application [20, p. 44-43].

The examples above confirm that the borrowing of international terms is not only a process of linguistic adaptation but also a semantic transformation dependent on the cultural and political context. The differences in the perception of the same concepts in Russian and English highlight the complexity of interlingual communication, especially in the age of digital technologies, where the spread of terms is accelerated by the global information environment.

One of the key factors influencing the changing meanings of borrowed terms is digital platforms. Twitter, Facebook, YouTube, and other social networks have become not just channels for information dissemination, but also arenas for political discourse, where international terms acquire new shades of meaning. Research shows that the algorithms of social platforms contribute to the formation of resonant topics, turning individual political concepts into constructs that are then interpreted differently in various cultural contexts [1, p.912].

Moreover, leading news agencies such as BBC, CNN, RT, The Guardian, and The New York Times play a significant role in broadcasting international political concepts, influencing their perception by audiences. For instance, according to the study «A Decade of Research on Social Media and Journalism: Assumptions, Blind Spots, and a Way Forward», differences in the coverage of the same events in English- and Russian-language media lead to changes in the semantic content of terms. This is especially noticeable in political terminology related to crises, protests, and international sanctions [6, p. 129].

A vivid example of this phenomenon is the concept of fake news. Initially, this term was used in the English-language media discourse to refer to misinformation spread through news sources [16, p. 113]. However, over time, it became a tool of political rhetoric: politicians and public figures began using it not only to describe false information but also to discredit opponents, claiming that their criticism was part of «fake news» [2, p. 23].

In Russian, this term also entered the political discourse, but with certain changes in its perception. While in the English-language context it is more often used in connection with disinformation in the media, in the Russian discourse it is frequently applied in a broader sense, encompassing not only false news but also any information that is questioned in official sources [13, p. 25].

These examples highlight that the borrowing of terms in the media space is not a simple process of translating meanings. On the contrary, in the context of a digital society, international terms become objects of political manipulation, reinterpretation, and transformation, making their analysis particularly important in media discourse studies.

In this context, globalization plays a key role in adapting socio-political concepts to national linguistic and cultural peculiarities. International terms, penetrating various language systems, influence public consciousness, transforming perceptions of political processes, human rights, civil liberties, and international relations. Their use in media and public discussions solidifies these concepts in national discourse, giving them new semantic hues and infusing them with additional connotations.

Thus, language becomes not just a tool of communication but also a powerful mechanism for influencing the worldview of the audience. The interaction of English-language and Russian-language media discourses demonstrates how dynamic the process of forming meanings of borrowed terms is. Understanding these processes is especially important in the context of global information exchange, where the interpretation of the same concepts can differ significantly depending on political context, cultural traditions, and media narratives. Studying such transformations not only helps identify the principles of linguistic adaptation but also deepens the understanding of the formation of contemporary political rhetoric and shows how language influences the shaping of public opinion.

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ФУНКЦИОНАЛЬНО-СИНТАКСИЧЕСКАЯ И СТИЛИСТИЧЕСКАЯ СООТНЕСЁННОСТЬ КРАТКИХ ПРИЛАГАТЕЛЬНЫХ В СОВРЕМЕННОМ РУССКОМ ЯЗЫКЕ

Ходжиева М.Х. ¹

Аннотация:

В данной статье автор рассматривает вопрос стилистических и синтаксических функций кратких прилагательных. Указаны две группы различающихся по категориальному значению, по основной синтаксической функции, по морфологической структуре. Отмечается употребление кратких форм в определительной функции в целях создания народно-поэтического колорита.

Ключевые слова: прилагательные, синтаксис, стили, атрибутивные, сказуемое, краткие прилагательные, поэзия, предикат.

Большинство качественных прилагательных в русском языке располагает двумя формами: полной и краткой, полная форма - высокий, высокая, высокое, высокие; краткая форма - высок, высока, высоко, высоки. Краткие прилагательные отличаются от полных морфологических признаков: они не изменяются по падежам, а только по родам и числам. Краткие прилагательные не употребляются в качестве определения.

Полные формы называются атрибутивными, то есть склоняемыми, а краткие – предикативными, то есть несклоняемыми.

Краткие формы выступают в предложении в роли сказуемого. Полные формы выступают в предложении в роли определения и в роли сказуемого. Краткая форма является, как правило, принадлежностью литературно-книжного стиля речи.

В трудах по грамматике русского языка таких ученых, как А. А. Потебня, Ф. Ф. Fortunatov, В. А. Богородицкий Традиционно краткие формы объединяются с полными в рамках одной части речи.

С другой стороны, исследователи отмечают, что уже при формировании современной системы имени прилагательного, когда разграничивались две группы форм, «и в первой, и во второй - из этих групп уже были заложены такие основные признаки, которые совершенно необходимы для отдельной, самостоятельной части речи.

Указанные две группы различались по категориальному значению, по основной синтаксической функции, по морфологической структуре. Видимо, этим нужно объяснить тот факт, что процесс становления имени прилагательного как части речи в то же время был процессом крайне медленного, но неуклонного, все возрастающего обособления кратких форм от полных, отрыва первых от категории имени прилагательного».

Такие исследователи как А. Х. Востоков, А. А. Шахматов, Л. В. Щерба, А. М. Пешковский, В.В.Виноградов - либо полностью отделяли краткие формы от имен прилагательных, либо в большей или меньшей степени склонялись к этому. К примеру, А. А. Шахматов, различал полные и краткие прилагательные, даже включал последние в систему глагола, обнаруживая в этих разрядах слов категории лица и времени, а также синтаксическую функцию сказуемости [3, с.14].

В современном языке отмечаются различия между полными и краткими прилагательными по значению.

Краткие формы в отличие от полных обозначают признак как качественное состояние, поэтому для них характерно представление названного признака как приуроченного к определенному времени, валентным возможностям, стилистической окраске.

Многие исследователи отмечают книжный характер кратких форм, оттенок отвлеченности, категоричности, отличающий их от полных, в связи с чем именно краткие формы «предпочитаются в официальной и научной речи, в предложениях и афоризмах.

Очень важно, что существующее в современном языке противопоставление полных и кратких прилагательных по синтаксической функции (соответственно — атрибутивной и предикативной) не абсолютно, поскольку существует возможность полупредикативного употребления прилагательных.

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Краткие прилагательные и причастия в предложении могут не только играть роль сказуемого, но и занимать позицию «распространяющего члена с двунаправленным отношением в устаревших построениях, типа: Нахожу ее едва живу ; Как удастся ему быть живу? р.) - позицию обособленного члена предложения» [1, с. 57].

Употребление краткой формы прилагательных и причастий может зависеть от падежа: только в И.п. ед.ч. и мн.ч., они выступают в полупредикативной функции, «в составе обособленных оборотов, обычно одновременно определяющих как подлежащее, так и сказуемое»; в качестве варианта к полной форме выступают формы В.п., ж.р., ед.ч., Д. п., и Т.п., м.- ср.р., ед. и мн.ч.: «При детерминирующем имени в форме Дат.п. с субъектным или объектным значением имеет место варьирование форм тв. и Дат. п. у распространяющего согласуемого слова, одновременно связанного с инфинитивом: ему выпало стрелять первому/первым, ему надо доехать целым и невредимым, и здоровым!

Целому и невредимому, живому и здоровому (старое также целу и невредимую живу и здорову); Быть Керенскому битому и ободрану (Маяк.); битым и ободраным, битому и ободранному);

Им предстояло первыми подниматься завтра в атаку (Сим.); первым).

«При употреблении слов живой, здоровый, целый, невредимый и некоторых других в формах жен. р. в вариативный ряд по старой литературной норме, сейчас утрачивающейся, вступает краткая форма прилагательного в вин. п.: застал ее живую и здоровую , живой и здоровой (старое - живу и здорову); Еду в дом тетушки. Нахожу ее едва живу (Дост.); едва живой, едва живую)» [5, с. 132].

Показательно, что в тех редких случаях, когда современная грамматика допускает полупредикативное употребление кратких форм, такая возможность определяется как вариант устаревший, устаревающий или свойственный поэтической речи.

Полупредикативное употребление прилагательных привлекает внимание многих исследователей, хотя отмечается, что «тенденции в развитии обособленных адъективных оборотов до сих пор мало изучены».

Как отмечает Н. Н. Прокопович, «мы не располагаем данными о том периоде истории языка, когда возникает употребление прилагательных в полупредикативной функции» [12, с.6].

Характерно, что в существующей литературе с особенностями полупредикативного употребления прилагательных может связываться традиция использования усеченных прилагательных. Усеченные формы рассматриваются как архаическая особенность, наряду с возможностью соединения сочинительной связью «согласованных и несогласованных групп», полной и краткой формы прилагательного, причем отмечается, что такие особенности вначале исчезают из прозаической речи, превращаясь в примету поэтического языка, а в конце XVIII — начале XIX столетия выходят из употребления.

Таким образом, происходит «функционально-стилистическая дифференциация кратких и полных форм, выступающих в полупредикативной функции: общими для всех стилей литературного языка (включая и поэтическую речь) к концу XIX в. стали полные формы, использование же кратких оказывается стилистически ограниченным» [3, с.22].

И, наконец, следы атрибутивного употребления именных прилагательных сохраняются в современном языке в отдельных застывших формах в различных устойчивых сочетаниях:

1) во фразеологизмах, например: середь бела дня, по белу свету, на босу ногу (с субстантивацией: не по хорошу мил, а по милу хорош; мал мала меньше; от мала до велика; по добру по здорову), также в наречиях: издавна, смолоду;

2) в фольклорных постоянных эпитетах: красна девица, добру молодцу; 3) в церковнославянизмах: свято место пусто не бывает.

Использование подобных форм отмечается в стилизующей литературе, например, в художественной литературе, преимущественно в поэзии, краткие формы в определительной функции употребляются в целях создания народно-поэтического колорита, например, у А. Блока: Я голосом тот край, где синь туман, бужу, Я песню длинную прилежно вывожу («Песельник»); Ой, синь туман, ты - мой! Ал сарафан - пожар, что девичий загар! (там же); Как пошли наши ребята В красной гвардии служить - В красной гвардии служить Буйну голову сложить («Двенадцать»).

Таким образом, происходит «функционально-стилистическая дифференциация кратких и полных форм, выступающих в полупредикативной функции: общими для всех стилей литературного языка (включая и поэтическую речь) к концу XIX в. стали полные формы, использование же кратких оказывается стилистически ограниченным».

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THE ROLE OF SPEECH ACTS IN LANGUAGE DEVELOPMENT: A MULTIDIMENSIONAL ANALYSIS OF NEOLOGISMS

F. Ruzikulov ¹

Abstract:

Language serves as the medium through which speech acts are executed and their functions realized. This study explores various dimensions of neologism analysis, recognizing neologisms as a fundamental driver of linguistic evolution in contemporary linguistics. The research examines aspects such as semantic word formation, integrative approaches, linguacultural perspectives, semantic-communicative functions, linguacognitive processes, functional-pragmatic roles, as well as psycholinguistic and sociolinguistic influences. Additionally, it investigates the significance of lexical units within.

Key words: lexical units, language, learning, social, methods, environment, process, negative impact, sounds, transposition, knowledge, skills, competence, communication.

Introduction

Language is a dynamic system that evolves continuously and is influenced by social, cultural, and cognitive factors. One of the most significant indicators of linguistic change is the emergence of neologisms—new lexical units that emerge to fulfill communicative and expressive needs. This article examines the role of speech acts in language development, particularly concerning neologisms, by considering multiple analytical perspectives, including semantic word formation, integrative approaches, linguacultural, semantic-communicative, linguacognitive, functional-pragmatic, psycholinguistic, and sociolinguistic aspects.

Neologisms and Semantic Word Formation. Neologisms arise through various mechanisms of word formation, such as derivation, compounding, borrowing, and semantic shifts. These new lexical units contribute to the expansion of language, enriching the lexicon and allowing for greater expressive potential. The semantic evolution of neologisms is often dictated by societal needs and technological advancements, leading to the creation of new terms that reflect emerging concepts and realities.

An Integrative Approach to Language Learning. The integration of new lexical units into language learning processes requires a multifaceted approach. This includes exposure to authentic linguistic environments, engagement with multimedia sources, and the application of interactive teaching methodologies. By incorporating neologisms into pedagogical practices, learners enhance their lexical competence and develop a more nuanced understanding of contemporary language use.

Linguacultural and Semantic-Communicative Aspects. The study of neologisms is closely linked to linguistic and cultural elements. Lexical innovations often carry cultural connotations that reflect shifts in societal attitudes, values, and technological advancements. Understanding the semantic-communicative functions of neologisms enables language users to interpret and employ these words effectively in various discourse contexts. **The Linguacognitive Perspective on Neologisms.** From a cognitive standpoint, neologisms play a crucial role in the mental processing of language. The formation and assimilation of new words involve cognitive strategies such as analogy, metaphorical thinking, and conceptual blending. These cognitive mechanisms facilitate language acquisition and contribute to the adaptability of linguistic competence.

Functional-Pragmatic Analysis of Neologisms. A functional-pragmatic approach examines how neologisms serve communicative purposes in different contexts. New lexical units often emerge to address specific discourse needs, whether in scientific, technological, political, or social domains. Pragmatic analysis explores how speakers use neologisms to convey meaning, establish social identity, and navigate conversational norms. **Psycholinguistic and Sociolinguistic Considerations.** The psychological impact of neologisms on language users is significant, influencing perception, comprehension, and language production. Psycholinguistic research explores how individuals acquire, store, and retrieve new lexical items, as well as the cognitive effort required to process unfamiliar words. Sociolinguistically, neologisms reflect changes in social structures, identity formation, and group dynamics, as they often emerge in response to cultural shifts and technological innovations.

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The Role of Speech Acts in Neologism Integration. Speech acts, as fundamental units of communication, play a critical role in the acceptance and dissemination of neologisms. The illocutionary force of new words determines their success in linguistic communities, influencing whether they gain widespread usage or remain ephemeral. The performative nature of speech acts in shaping linguistic conventions underscores the dynamic relationship between language users and evolving lexical structures.

Conclusion. Neologisms serve as a driving force behind linguistic evolution, shaping the communicative landscape across diverse fields of human interaction. This article highlights the intricate processes underlying language development by analyzing neologisms through semantic, cognitive, pragmatic, and sociolinguistic lenses. Understanding these mechanisms is essential for linguists, educators, and language learners, as it fosters greater awareness of the dynamic interplay between speech acts, lexical innovation, and communicative competence in an ever-changing linguistic environment.

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ВТОРОСТЕПЕННЫЕ ЧЛЕНЫ ПРЕДЛОЖЕНИЯ С ДВОЙНЫМИ СЕМАНТИКО- СИНТАКСИЧЕСКИМИ СВЯЗЯМИ И ОТНОШЕНИЯМИ

С. Боронова ¹, Н. Ибадова ²

Аннотация:

Данная статья посвящена изучению сходству второстепенных членов предложения, которые проявляются со стороны содержания и со стороны выражения одинаковыми компонентами конструкций и способами выражения каждого. Но, несмотря на сходство, данные конструкций нельзя считать идентичными. При слиянии этих конструкций обнаруживается их различие. И различие это связано не с лексическим значением и не с порядком слов, а лежит она в плане содержания.

Ключевые слова: второстепенные члены предложения, дуплекс, логика, многоаспект, синтаксическая единица, предложение, семантика.

Минимальными элементами, из которых образуется, словосочетание и предложение являются словоформы, которые одной стороной обращены к лексике и морфологии, а другой к синтаксису. Словоформы представляют собой одну из форм конкретного слова. Синтаксические свойства словоформ складываются в предложениях, так что синтаксические потенции словоформ- «генетическая память» об их функциях в предложениях, обусловленных лексико- грамматическими свойствами. Члены предложения вычлениваются из предложения как его строевые компоненты, обладающие семантикой. Вне предложения члены предложения не существуют. А словоформы строительный материал для синтаксических единиц.

Как и само предложение, члены предложения многоаспектны. Выделяя как наиболее существенные логический, структурный, семантический и коммуникативный аспекты в изучении предложения, рассмотрим, как соотносятся члены предложения с теми компонентами, которые выделяются исследованиями в концепциях соответствующих отмеченными аспектами.

В этой части данный синтаксический компонент будет рассматриваться не как член предложения, а как синтаксический элемент, входящий в определенную конструкцию». Конструкции с глагольно - именным определителем, несмотря на существующие между ними структурные различия, имеют нечто общее, что позволяет рассматривать их как разные случаи реализации одной связкой модели - модели с двойной связью, исходным моментом модели с глагольно- именным определителем, её организующим признаком является наличие двойной зависимости одного именного компонента от двух других грамматических различных элементов- именного и глагольного двойной соотнесенности с именем и глаголом независимо от форм и синтаксической функции.

«Элемент конструкции, который выступает как выразитель одновременной зависимости от имени и глагола, мы называем глагольно - именными определителем». Наличие в членах предложения, которые находясь, в синтаксической зависимости от имени и глагола выражают, одновременно два синтаксических отношения свидетельствует о необходимости пересмотреть существующую классификацию второстепенных членов предложения, распространяющего на члены предложения с одинарными отношениями».

Первым этапом классификации второстепенных членов предложения, которая охватила бы все их многообразие, должно быть противопоставление второстепенных членов в зависимости от количества и направляемости отношений - второстепенные члены с одинарным отношением и второстепенные члены с одинарным отношением, и второстепенные члены с двойным отношением.

Второстепенные члены предложения, выражающие одновременно два отношения (атрибутивно - обстоятельные или атрибутивно - объективные) к двум грамматически разным словам и обладающий свойством двойной зависимости от имени и глагола, независимо от их форм и, называются в работе дуплексивом. От латинского «duplex»- двойной.

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Наличие двойных отношений проявляется в двунаправленности отношений. При двунаправленности синтаксических отношений, передаваемые одним членом предложения, направлены не к одному, а к разным словам в предложении.

В.В. Бабайцева выделяет дуплексив как особый тип второстепенных членов предложения, обозначающий признак предмета, проявляющийся у предмета одновременно с действенным и в силу этого являющийся определенным признаком самого действия.[2,78]

Дуплексив с атрибутивно-обстоятельственным значением обозначает некоторый признак предмета как его состояние, которое, характеризуя предмет, одновременно указывает на время совершения действия: действия совершается в то время, когда предмет обладает некоторым состоянием. Состояние, выраженное дуплексивом, выступает и как признак предмета и как некоторый временной отрезок, в течение которого совершается действие. Например: Ребенком он неплохо рисовал; Я видел его еще мальчиком; Девчонкой я часто бегала в клуб.

К глагольно-именному определителю информанты задают три типа вопросов: 1) Каким? Кем? - дуплексив называет признак предмета; 1) В каком состоянии? - дуплексив обозначает состояние предмета; когда?; дуплексив указывает на наличие временного отношения к действию. Выражение атрибутивно-временного значения сопровождается определенным ограничением со стороны лексического и морфологического наполнения конструкции, в условиях которого функционирует дуплексив. Принципиально важным является то, что дуплексив одновременно зависит от имени и глагола в любой их форме и в любой функции. Например: В этот город я приехал ребенком. (Распутин.) Домой я приехал ранним утром. (Вампилов.)

Качественное различие конструкций «Приехал ребенком» и «Приехал ранним утром» заключается в том, что обстоятельственный элемент в конструкции «приехал ранним утром» обозначает некоторый временной отрезок, в который совершается действие; элемент «Приехал ребенком» обозначает не временной отрезок, в состоянии предмета, которое выступает по отношению к действию как показатель времени его совершения. Конструкции с атрибутивно-обстоятельственным временным значением глагольно-именного определителя к конструкциям с атрибутивно-обстоятельственным значением сопутствующего состояния. Например: Он вышел расстроенным (Пришвин). Она легла нагая. (Булгаков.)

Сходство этих конструкций проявляется со стороны содержания и со стороны выражения одинаковыми является число компонентов конструкций и способы выражения каждого. Но, несмотря на сходство, данные конструкций нельзя считать идентичными. При слиянии этих конструкций обнаруживается их различие. Например: Взрослым мужчиной он вернулся домой; Он вернулся домой несчастным; Взрослым мужчиной он вернулся домой несчастным. И различие это связано не с лексическим значением глаголов и не с порядком слов, а лежит она в плане содержания.

Дуплексив с атрибутивно-обстоятельственным значением сопутствующего состояния обозначает некоторое состояние предмета, которое проявляется как признак предмета только одновременно с некоторым действием. Сравним две конструкции: Вошла весёлая девушка. - Девушка вошла весёлой. В первом высказывании признак весёлая характеризует предмет девушку без всякого ограничения во времени. Во втором примере признак весёлая характеризует предмет девушку только в момент прихода. Рассматриваемые конструкции с дуплексивом обозначают только то, что некоторый признак характеризует предмет в тот момент, когда совершается действие, признак сопутствует действию. А поскольку, в сопутствующем признаке есть некоторое состояние предмета, следует говорить о значении сопутствующего состояния, выражаемом глагольно-именным определителем и составляющим особую именительную разновидность дуплексива. К глагольно-именному определителю с атрибутивно-обстоятельственным значением сопутствующего состояния информанты задают два типа вопросов: 1) Каким? Кем? 2) В каком состоянии?

Атрибутивно-обстоятельное значение сопутствующего состояния относится к числу самых распространенных значений дуплексива. Это находит отражение также в том, что названное значение может быть выражено в любой модели конструкций с глагольно-именным определителем, кроме моделей с «как». Например: Мать вышла из-за печки весёлая, в праздничном платье с глухим воротником; А потом, когда Санцов ещё раз оглянулся, старик уже лежал на дне окопа мертвый. (Симонов.); Ольга пришла румяная, свежая, что я невольно ей позавидовал. (Аникушин.); К концу вечера она уже была замученная (Аникушин.)

Дуплексив с атрибутивно-обстоятельственным значением образа действия, обозначая признак предмета, который «проявляется у предмета только в связи с некоторым действием, как результат этого действия». В конструкциях этого типа глаголы в отличие от первых двух типов семантически ограничены. В конструкциях с подобным значением дуплексива используются глаголы, называющие такие действия

или процессы, в результате которых предмет наделяется некоторым признаком. Это глаголы:(притворяться, прикинуться, представить, вообразить, помнить, изобразить, нарисовать.)

К глагольно-именному определителю информанты задают следующие типы вопросов:1) Каким? Кем? (дуплексив называет признак предмета); 2) Как? Каким образом? 3) В каком состоянии? (дуплексив обозначает состояние.)

В особую семантическую группу выделяют глагольно-именной определитель, выраженный словами «первый, второй, последний». К глагольно-именному определителю, представленному порядковыми числительными, информанты задают следующие вопросы:1) Каким (Которым) по счёту? 2) Когда, как, в какую очередь? Результаты использования метода трансформации делают возможными два предположения: 1) глагольно-именной определитель, представленный порядковыми числительными, выражает некоторое обстоятельственное значение; 2) не выражает каких-либо обстоятельственных отношений к глаголу.

Дуплексив, представленный творительным падежом с совмещенным значением дополнения и определения, следует отличать от составного именного сказуемого, включающего глагол, равный по значению связочному глаголу, и присвязочный компонент в форме творительного падежа. Например: родился героем, оформился сторожем, устроился охранником, нанялся садовником, числился сторожем - сидел (был) перевозчиком, ходил (был) генералом, стоял (был) квартирантом, лежал (был) больным, ходила (была) бесчувственной. При дуплексиве может быть употреблен оборот "в качестве", а в составном именном сказуемом глагол может быть заменен глаголом-связкой. Ср. параллельные примеры с дуплексивом и составным именным сказуемым: А два дня назад он был оформлен (кем?) (в качестве директора) (Ник) - Вы что?; Его назначили в горы (Г).

Употребление порядковых числительных в конструкциях с глагольно-именным определителем требует детального рассмотрения. Порядковые числительные обозначают признак предмета, но не по его состоянию или качеству, а порядковому месту данного предмета в ряду других предметов. При употреблении порядкового числительного в роли обычного определения, относящегося к некоторому существительному (первый друг, второй танец, третий звонок) данное числительное обозначает порядковое место предмета в ряду однородных предметов. При употреблении порядкового числительного в роли глагольно-именного определителя, данное числительное сохраняет значение числовой характеристики, по-прежнему обозначая порядок при счете. Но относится данная числовая характеристика в этих случаях не только к предмету, но и к действию, т.е. у порядковых числительных происходит существенный сдвиг, который сопровождается определенными изменениями в функциональном значении этих слов.

Порядковые числительные в этих конструкциях обозначают порядковое место предмета в ряду неоднородных предметов. Например: Тетрадь положена последней. (Аннин.) Последняя тетрадь положена. (Аннин.) В первом примере видно, что порядковые числительные обозначают порядковое место предмета в ряду неоднородных предметов. Во втором примере налицо, что порядковые числительные не обозначают порядковые места, а оказываются в ряду однородных предметов.

Таким образом, глагольно-именной определитель, представленный порядковыми числами и близкими им по значению словами, относясь к имени и глаголу выражают одновременно и очередность совершаемости действий и порядковое место предмета в ряду неоднородных этому предмету иных предметов объединенных последовательностью совершаемых действий.

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АКТУАЛЬНЫЕ ПРОБЛЕМЫ РУССКОГО СЛОВООБРАЗОВАНИЯ В МЕДИЦИНЕ

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Аннотация:

Русское словообразование в медицине представляет собой интересное и многогранное поле исследования, связанное как с развитием медицинской терминологии, так и с адаптацией нового лексического запаса под нужды профессионального общения. Данная статья посвящена анализу актуальных проблем, связанных со словообразованием в медицинской сфере, подчеркивая роль словесной структуры в формировании профессиональной идентичности медиков и обеспечении точности коммуникации.

Ключевые слова: медицинская терминология, словообразование, проблемы, решения, латинский язык, греческий язык, международная стандартизация, медицинские работники.

Введение

Словообразование в медицине — это динамично развивающаяся область, требующая анализа как с лексикографической, так и с прагматической точки зрения. За последние десятилетия медицина претерпела ряд изменений, касающихся как ее практических аспектов, так и терминологии. Введение новых методов диагностики и лечения, а также развитие технологий вызывают необходимость в создании новых слов и адаптации существующих. Русский язык, как язык науки, широко используется в медицине. Медицинская терминология — это сложная система, которая постоянно развивается и обогащается новыми терминами. Однако процесс словообразования в медицине сталкивается с рядом актуальных проблем.

Проблемы словообразования в медицинской терминологии

Одной из главных проблем является неустойчивость медицинских терминов. Часто одни и те же понятия обозначаются различными терминами, что может вводить в заблуждение как специалистов, так и пациентов.

1. Многообразие источников: Медицинская терминология заимствует слова из латинского, греческого, арабского и других языков. Это приводит к разнообразию морфем и аффиксов, что усложняет процесс словообразования и понимание терминов.

2. Неправильное словообразование: Проблемы возникают, когда используются некорректные формы слов, в частности, в названиях заболеваний или методов лечения. Например, "диабетик" вместо "человек с диабетом" может быть воспринято как стигматизирующее выражение.

3. Быстрое развитие медицины: Появление новых заболеваний, методов лечения и технологий требует постоянного создания новых терминов. Это приводит к тому, что медицинская терминология становится динамичной и постоянно изменяющейся. С развитием технологий появляются новые медицинские процедуры и лекарства, что требует создания новых слов и выражений. Не всегда удается найти удачный перевод или создание термина.

4. Межнациональное сотрудничество: В условиях глобализации медицинская терминология должна быть понятна специалистам из разных стран. Это требует унификации терминологии и создания международных стандартов.

5. Проблема синонимии и омонимии: Многие медицинские термины имеют несколько синонимов или омонимов, что может привести к неоднозначности и затруднить понимание. В разных медицинских учреждениях могут использоваться разные термины для одних и тех же понятий. Например, "сердечно-сосудистые заболевания" и "заболевания сердечно-сосудистой системы" могут обозначать одно и то же, но употребление может отличаться.

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6. Сложность терминов: Многие медицинские термины состоят из нескольких морфем и имеют сложное строение, что затрудняет их запоминание и понимание. В медицине часто используются длинные сложные слова и аббревиатуры, что затрудняет понимание. Например, "персонифицированная медицина" или "иммунотерапия" могут вызывать путаницу у пациентов. Здесь необходимы упрощения и объяснения.

7. Заимствования и калькирование: заимствование терминов из других языков без адаптации к русскому языковому контексту. С увеличением международного сотрудничества в области медицины наблюдается рост заимствований. Многие термины приходят из английского языка, что требует адаптации к русскому словообразованию. Например, слово "сканирование" заимствовано из "scanning", но для обозначения конкретного вида обследования (например, МРТ) его лучше использовать с уточнением: "МРТ-сканирование".

- MRI (Magnetic Resonance Imaging) переводится как "магнитно-резонансная томография", что является калькой.

- Биомаркер как заимствованный термин, который не всегда корректно воспринимается в русскоязычной медицинской среде.

Некоторые термины требуют адаптации к контексту русскоязычного общества. Например, "паллиативная помощь" и "хоспис" нужно корректно переводить и объяснять, чтобы избежать недопонимания.

8. Проблема многообразия клинической практики

Существование различных специализированных направлений в медицине (кардиология, онкология, неврология и т. д.) усложняет задачу создания универсальных терминов. Специалисты из разных областей могут использовать одни и те же термины в различных значениях, что требует постоянного обновления и адаптации профессионального языка.

Существуют различные формы слова, которые могут использоваться в медицинском контексте. Например, различные суффиксы и приставки могут изменять значение термина:

- Терапия (лечение) и терапевт (врач, занимающийся лечением).
- Хирургия и хирург.

Это многообразие может усложнять понимание и использование терминов.

9. Необходимость стандартизации

Стандартизация медицинских терминов является важной задачей. Это позволит избежать путаницы и повысить качество медицинской коммуникации. Важные аспекты стандартизации:

- Создание единого словаря медицинских терминов.
- Обучение медицинских работников правильному использованию терминологии.

10. Влияние технологий

С развитием технологий появляются новые методы диагностики и лечения, что требует создания новых терминов. Например:

- Телемедицина: использование технологий для дистанционного медицинского обслуживания.
- Искусственный интеллект в медицине: новые термины, связанные с автоматизацией процессов.

Примеры актуальных проблем словообразования в медицине

- COVID-19: Пандемия коронавируса привела к появлению множества новых терминов, таких как "социальная дистанция", "локдаун", "карантин".

- Генетика: Развитие генетики привело к появлению новых терминов, связанных с генами, хромосомами и мутациями.

- Фармакология: Постоянное появление новых лекарственных препаратов требует создания новых терминов для их обозначения.

Методология

Для анализа проблемы использовался комплексный подход, основанный на лексикографическом и корпусном методах. Были исследованы научные статьи, учебники, а также специализированные медицинские словари с целью выявления тенденций и проблем в словообразовании.

Пути решения проблем

- Систематизация и унификация терминологии: Создание единых терминологических словарей и справочников.

- Разработка правил словообразования: Формирование четких правил для образования новых медицинских терминов.

- Использование современных информационных технологий: Создание электронных словарей и баз данных медицинских терминов.

- Повышение квалификации медицинских работников: Проведение семинаров и тренингов по медицинской терминологии.

- Международное сотрудничество: Участие в разработке международных стандартов медицинской терминологии.

Обсуждение

Одним из наилучших путей решения проблемы словообразования в медицине может стать активное сотрудничество лексикографов, лингвистов и медицинских специалистов. Необходимость в создании более строгих рекомендаций и стандартов по терминологии становится особенно актуальной в условиях быстро меняющейся медицинской практики.

Также следует предусмотреть инклюзивные инициативы, включающие обучение врачей и медицинских работников базовым принципам словообразования и языковой культуры. Это повысит их осведомленность о правильном использовании медицинской терминологии и обеспечит лучшую коммуникацию с пациентами.

Заключение

Актуальные проблемы русского словообразования в медицине требуют внимания как со стороны лингвистов, так и медицинских специалистов. Русское словообразование в медицине сталкивается с рядом актуальных проблем, требующих комплексного подхода и совместных усилий специалистов разных дисциплин. Необходимость в стандартизации, внимание к заимствованным терминам и адаптация медицинской терминологии в условиях многообразия клинической практики играют ключевую роль в улучшении коммуникации и повышении качества медицинского обслуживания. Подобные инициативы способствуют не только улучшению профессиональной среды, но и повышению уровня медицинской грамотности среди населения.

Стандартизация и адаптация терминов, а также обучение правильному использованию языка помогут улучшить коммуникацию в медицинской сфере и сделают информацию более доступной для пациентов.

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THE SEMIOTICS OF CODED COMMUNICATION IN LANGUAGE

S. Saidakbarova ¹*Abstract:*

This study explores the dynamics of linguo-semiotic encoding and decoding, emphasizing the interconnection between language, culture, and semiotics in human communication. Drawing on structural linguistics, gender studies, and intercultural communication theories, the research demonstrates how messages are encoded through linguistic structures such as syntax and phonology and how semiotic factors like cultural symbols and societal norms enhance them. Examples from English and Uzbek languages illustrate these processes, highlighting the role of cultural and linguistic structures in shaping politeness expressions and hierarchical markers. The decoding process, the counterpart of encoding, is shown to be influenced by cultural context, prior knowledge, and interpretative methods. The study also analyzes how the same message is interpreted differently under the influence of gender, social roles, and media discourse. The findings confirm the necessity of cultural competence and empathy for effective communication, particularly in multilingual and multicultural settings. This interdisciplinary approach provides deeper insights into understanding language as a dynamic system for meaning encoding and decoding, contributing significantly to research in media, interpersonal communication, and cultural identity.

Key words: linguo-semiotics, encoding, decoding, intercultural communication, structural linguistics, gender studies.

Introduction

Communication is a fundamental social necessity for humans, serving as a mechanism for societal existence, mutual understanding, and cooperation. It facilitates information exchange, enhances knowledge, enriches life experiences, and plays a crucial role in problem-solving. Language, as the primary means of communication, places encoding and decoding processes at the center of linguistic studies. Communication participants use these mechanisms to send (encode) and understand (decode) information. Understanding encoding and decoding processes in English and Uzbek is vital for effective communication in different linguistic and cultural contexts. Coded communication lies at the intersection of linguistics, semiotics, and cultural studies, investigating the transmission and interpretation of information. Messages in communication are conveyed through linguistic systems or symbols comprehensible to a particular group or individuals. Speech or gestures are shaped according to the context in which they are used or the specific coding system of a group. Coded communication is often structured by cultural and social frameworks, influencing the unique coding systems of particular groups. The study of gender issues in communication encompasses a broad scope, particularly focusing on how gender identity is formed, how it manifests in communication, and how society perceives it. The linguo-semiotic communication model integrates linguistic and semiotic elements, providing an effective approach to examining gender-related encoding and decoding processes. By analyzing how linguistic signs (words, idioms, syntactic structures) and semiotic signs (visual symbols, gestures, body language) interact, we can gain a deeper understanding of how gendered messages are encoded in communication and how they are interpreted by the audience. This section is dedicated to developing a linguo-semiotic coded communication model focused on how gender is expressed and interpreted in verbal and visual communication. Based on theories from semiotics, sociolinguistics, and gender studies, this model attempts to analyze how gender identity and roles are embedded in communication, reinforced within society, or challenged. This section particularly emphasizes gender encoding and decoding concepts, examining the role of gendered communication in reinforcing social structures, power dynamics, identity formation, and inequalities, as well as analyzing it as a mediating process in these interactions.

Main Body

Language serves as a tool for shaping human cognition and social interaction, being an integral part of individual and cultural identity. It not only facilitates communication but also reflects personal thought processes and broader cultural narratives. Features such as lexical choice, sentence structure, and storytelling styles reflect and reinforce social stereotypes and cognitive biases. Understanding these mechanisms is crucial for effective communication in multilingual and multicultural contexts. Innovative methods in text

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analysis and narrative psychology offer opportunities to study the connections between language and cognition. These approaches facilitate the exploration of personal and social psychological processes expressed through linguistic forms. For instance, Bertil Malmberg's work *Structural Linguistics and Human Communication* examines structural mechanisms of language, highlighting essential aspects of linguistic methodology. Malmberg interprets language as the foundation of communication, exploring how structural linguistics helps understand its functioning. Language mechanisms ensure the transmission and comprehension of information through encoding and decoding processes. Additionally, Tatyana Chernyshova (2021) analyzes linguistic mechanisms used to create irony in media texts from a linguopragmatic perspective. She highlights the existence of dual meanings in ironic language, where the explicit interpretation of a text may contradict its actual intent. This mechanism serves as a powerful tool for expressing humor or critical perspectives. Chernyshova illustrates how irony is used in newspapers like *Kommersant* and *Moskovskiy Komsomolets* to soften speech aggression or deliver critical opinions in a lighter form. Such studies provide analytical tools that enable an in-depth examination of the structural and contextual aspects of language, offering practical methodologies for linguistic research. Their conclusions contribute to understanding how language functions as a cognitive and cultural construct, how it is shaped under the influence of context, and how it is enriched through structural analysis. Formal communication requires adherence to precise linguistic and grammatical norms. It employs specific terminology and formal speech structures (e.g., using "You" in respectful addresses). Moreover, formal communication demands compliance with established social and cultural norms to ensure the correct understanding and interpretation of messages. In spoken communication, thoughts are expressed through words and sentences, while written communication takes the form of text, where speech structure and grammar are strictly controlled. Furthermore, the article highlights the necessity of distinguishing between speech as an individual psychological phenomenon and language as a social construct. This distinction is essential for understanding how language and speech function in personal and social contexts.

Linguo-Semiotics

Semiotics, introduced by Ferdinand de Saussure (1916) and expanded by Roland Barthes (1972), studies sign systems and how meaning is created and conveyed. In the context of gender and communication, semiotics explains how gender identity is expressed through linguistic and non-linguistic signs. In gendered communication, the signifier may take various forms: words, images, and gestures. The signified relates to the concept or role associated with gender, such as "male," "female," or "androgynous." The interpretation of a sign depends on the cultural and social context of the receiver, shaped by factors such as individual experience, socialization, and power relations. Linguistics studies language as a system of signs (Saussure, 1916), while semiotics encompasses all forms of signification (symbols, gestures, body language, etc.). In coded communication, linguistic forms (syntax, lexicon, phonology) and visual semiotics (images, gestures) work together to convey messages. Linguo-semiotics examines how linguistic signs interact with cultural, social, and psychological contexts. This field studies how signs and codes within a language facilitate communication and comprehension. For example, the English phrase "Time is money" reflects cultural values that emphasize efficiency and economic worth, aligning with societies that prioritize productivity. In contrast, the Uzbek proverb "Vaqt – qozi" ("Time is the judge") implies that time determines the outcome of actions, decisions, or events. In the context of linguo-semiotics, the interplay between verbal and non-verbal elements is crucial. For instance, in English, the use of capital letters in written texts conveys emphasis or formality (e.g., "I NEED this done now!"). In Uzbek, such emphasis might be conveyed through syntax or special suffixes (e.g., "Men bunga hoziroq muhtojman!" – "I need this right now!"). These examples illustrate how linguistic signs are shaped by cultural and contextual factors, demonstrating how speakers and listeners encode and decode messages. Thus, linguo-semiotics provides a framework for understanding linguistic form and cultural meaning as interconnected components of communication.

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MADANIY ELEMENTLARNI TARJIMA QILISH USULLARI

Dr. Bayram Bilir ¹

Annotatsiya:

Tarjima madaniyatlar o'rtasidagi aloqani davom ettirish, muloqotni mustahkamlash va farqlarni qabul qilishda muhim rol o'ynaydi. Xuddi shunday, matnlarning ajralmas qismi bo'lgan madaniy elementlarning tarjimasi turli madaniyatlarning bir-biriga ochilishi va o'zaro ta'siriga hissa qo'shadi. Shu nuqtai nazardan, madaniy elementlarni tarjima qilishda qo'llaniladigan usullar manba matnning ma'nosi va kontekstini saqlab qolgan holda maqsadli madaniyatga moslashishga qaratilgan. Tarjimonlar tavsifiy tarjima, mahalliyashtirish va moslashtirish kabi turli strategiyalardan foydalangan holda matnning aniqligi va tushunarligini ta'minlaydi. Ushbu ishda madaniy elementlarni tarjima qilishda qabul qilingan asosiy usullar muhokama qilinadi va turli tarjima strategiyalarining madaniyatlararo muloqotga ta'siri baholanadi.

Kalit so'zlar: Tarjima strategiyalari, madaniy elementlar, mahalliyashtirish, xorijiyashtirish.

Tarjimada "Madaniy o'zgarishlar va yangi yondashuvlar"

Tarjimashunoslik bo'yicha tadqiqotchi Syuzan Bassnett 1980-yildan keyingi tadqiqotlarida "madaniy burilish" tushunchasiga to'xtalib o'tdi. 1970-yillardan boshlab tarjimaga lingvistik va manbaga yo'naltirilgan yondashuvlarning cheklanishi maqsadli yondashuvlar bilan bartaraf etildi; Bu holat tarjima va madaniyat o'rtasidagi munosabatni yoritib, turlicha qarashlarning rivojlanishiga zamin yaratdi. Ushbu yondashuvlar orasida "ko'plik tizimi nazariyasi, tavsifiy tarjima tadqiqotlari va manipulyatsiya maktabi eng samarali hisoblanadi" (Hermans, 2004, b.13). Shunday qilib, tarjima faqat lingvistik jarayon bo'lishdan tashqariga chiqib, tillar va madaniyatlar o'rtasida ko'prik va muloqot vazifasini o'taydigan, shu bilan birga tillar va madaniyatlar boyligini saqlaydigan amaliyotga aylandi.

Madaniy elementlarning tarjimasi va qo'llaniladigan usullar

Madaniyat - bu jamiyatga xos turmush tarzi bilan bog'liq barcha elementlarning integratsiyasi. An'ana va urf-odatlar, kiyim-kechak va ifoda uslublari, e'tiqodlari, yeb-ichish odatlari va qadriyatlar tizimi har bir jamiyatga xos va o'ziga xos bo'lgan madaniyat tushunchasida mujassamlashgan. Nyumark madaniyatni "hayot tarzi" va "muayyan tilni ifoda vositasi sifatida ishlatadigan jamiyatga xos turmush tarzining ifodasi" deb ta'riflaydi (Newmark, 1988, b.94). Bu ta'rifi bilan u madaniyat va tilning o'zaro bog'liqligini, tilning madaniyatni aks ettirishini ham ta'kidlaydi. Darhaqiqat, ma'lum bir madaniyatga xos bo'lgan elementlarni boshqa tilga o'tkazish madaniyatlar va tillar o'rtasidagi farq tufayli turli xil qiyinchiliklarni keltirib chiqarishi mumkin. Tarjima jarayonida ikki madaniyat o'rtasidagi bir xil yoki o'xshash ifoda shakllari, ta'sirlar va kontekstni to'liq qamrab olish va birma-bir ekvivalentlikni o'rnatish ko'pincha imkonsiz bo'lishi mumkin.

Nyumark 1988-yilda yozilgan "Tarjima darsligi" kitobida til, madaniyat va tarjima o'rtasidagi munosabatga to'xtalsa, u asosan matn tahlili, tarjima jarayoni va madaniyatga e'tibor qaratadi. Bundan tashqari, tarjimada qo'llaniladigan usullarni muhokama qilish orqali manba til va matn kontekstidagi til birliklariga to'xtalib, uning tushuntirishlarini misollar bilan tasdiqlaydi. Bu yondashuv uning ham lingvistik, ham manbaga yo'naltirilgan istiqbolga ega ekanligini ko'rsatadi. Nyumarkning fikricha, muvaffaqiyatli tarjimaning asosiy sharti manba matni va madaniyatini yaxshi tahlil qila bilishdir. Shu munosabat bilan tarjimada madaniyatga xos muammolar, odatda, manba madaniyati yoki tilini yetarlicha tushunmaslikdan kelib chiqadi. Madaniyat tarjima jarayonida asosiy nuqtaga aylanganda, "manba va maqsad tillar orasidagi madaniy tafovut yoki masofadan kelib chiqadigan tarjima muammolari" tez-tez uchrab turadi (Newmark, 1988, b.94).

Resursga yo'naltirilgan yondashuviga ko'ra, tadqiqotchi Nida ishidan ilhomlangan Nyumark madaniy elementlarni beshta elementga ajratadi:

1. Ekologiya: tepalik, tog', tekislik, hayvonot dunyosi va boshqalar.
2. Moddiy madaniyat (odam qo'li bilan yaratilgan narsalar): Ovqat va ichimlik, kiyim-kechak, turar joy va transport.
3. Ijtimoiy madaniyat: Ish hayoti va dam olish faoliyati.
4. An'analar, urf-odatlar, faoliyat, jarayonlar, tushunchalar: Siyosiy, diniy, badiiy va boshqalar.
5. Imo-ishoralar va odatlar.

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Biroq, 2010 yilda yozilgan Translation and Culture “Tarjima va madaniyat” nomli maqolasida u ushbu tasnifni qayta koʻrib chiqdi va uni oltita sarlavha ostida oʻzgartirdi:

1. Atrof-muhit elementlari: Geologik-geografik muhit.
2. Jamoat hayoti: Siyosat, huquq va boshqaruvni oʻz ichiga oladi.
3. Ijtimoiy hayot: iqtisodiyot, kasblar, ijtimoiy taʼminot, sogʻliqni saqlash va taʼlimni oʻz ichiga oladi.
4. Shaxsiy hayot: oziq-ovqat, kiyim-kechak va uy-roʻzgʻor buyumlarini oʻz ichiga oladi.
5. Anʼanalar, urf-odatlar va ijtimoiy tadbirlar: sekin qarsak chalish, stolga urib qarsak chalish kabi anʼanalar; kriket va futbol kabi ijtimoiy voqealar va ularga biriktirilgan barcha milliy idiomalar.
6. Shaxsiy qiziqishlar va ehtirosalar: Din, musiqa, sheʼriyat va ular bilan bogʻliq turli xil ijtimoiy tashkilotlar, cherkovlar, badiiy tashkilotlar va uyushmalar (Newmark, 2010, b.175).

Ushbu tasnifga qoʻshimcha ravishda Nyumark oʻz kitobida madaniy elementlarni tarjima qilishda qoʻllanilishi mumkin boʻlgan usullarni ham oʻz ichiga oladi. Bu usullarga koʻchirish, madaniy ekvivalentlardan foydalanish, neytrallashtirish, funksional ekvivalent, soʻzma-soʻz tarjima, qoldirib ketish, mahalliyashtirish, qoʻsh qatorlardan foydalanish, qabul qilingan standart tarjima, izohlar yoki izohlar yordamida tushuntirish/parafrazlash, qoʻshish, moslashtirish va qoʻshirnoq kabi identifikatorlardan foydalanish kiradi (Newmark, 1988, b.68-91).

Umuman olganda, tadqiqotchining manba matnni oʻrganish va madaniy elementlarni tasniflashga asoslangan bu yondashuvi tarjima jarayoniga maqsadli madaniyat va oʻquvchi nuqtai nazaridan yondashilgan Vermeer, Zoxar va Turi kabi tarjimashunos tadqiqotchilarning maqsadli yondashuvlaridan farq qilsa-da, manbaning ushbu matnni tahlil qilishdagi ahamiyati va taʼkidlashi jihatidan juda qimmatlidir. Shu nuqtai nazardan, Nyumarkning tasnifi tadqiqotda koʻrib chiqilgan manba matnidagi madaniy elementlarni aniqlash uchun ishlatiladi.

Tarjimada “Mahalliyashtirish” va “begonalashtirish” strategiyalari

Amerikalik tarjimashunos tadqiqotchi Venuti oʻzining “Tarjimonning koʻrinmasligi: tarjima tarixi” (1995) kitobida tarjimonning Amerika-Britaniya madaniyatida kuzatayotgan mavqei va tarjima oʻrtasidagi munosabatni “koʻrinerlik”/“koʻrinmaslik” tushunchalari bilan izohlaydi. Tarjimonning koʻrinmasligi keng tarqalgan holat boʻlsa-da, bu holatning asosini tarjimonlarning ravon va oʻqilishi mumkin boʻlgan maqsadli matnlarni yaratish boʻyicha tarjima strategiyalari va ularning tarjima matnlarga maqsadli madaniyatdagi qarashlari tashkil etgan koʻrinadi. Tarjimonlarning farqlarni hisobga olmaydigan va maqsadli oʻquvchilarning umidlariga mos keluvchi suyuq tarjima strategiyalari tarjima qilingan matnlarni maqsadli oʻquvchilar tomonidan oʻz madaniyatida ishlab chiqarilgan matnlar sifatida qabul qilinishiga olib keladigan “shaffoflik illyuziyasini” yaratadi (Venuti, 1995, b.1).

Qolaversa, kitob yoki tarjima haqidagi nutqlarda, masalan, tanqid va targʻibot maqolalarida tarjimon nomini tilga olmaslik tarjimonning koʻrinmasligini kuchaytiradi va shu bilan birga, “tarjima matni aslida tarjima emas, balki “asl” matndir” degan tasavvurni yuzaga keltiradi (oʻsha yerda). Shunday qilib, tarjimon ham, tarjima qilingan matn ham koʻrinmas holga keladi. Ushbu koʻrinmaslik ikkita asosiy tarjima strategiyasi bilan bogʻliq: “mahalliyashtirish” va “begonalashtirish”.

Mahalliyashtirish - bu tarjima qilingan matnning maqsadli til oʻquvchilari tomonidan oson qabul qilinishini taʼminlaydigan strategiya boʻlib, manba matnning begonaligini minimallashtiradi. Venuti bu tushunchani nemis faylasufi Fridrix Shleyermaxerning tarjima haqidagi fikrlariga mos ravishda tushuntiradi. Shleyermaxerning fikricha, “Yoki tarjimon yozuvchini imkon qadar qulay qoldirib, oʻquvchini oʻziga yaqinlashtiradi; yoki oʻquvchini yolgʻiz qoldirib, yozuvchini oʻziga yaqinlashtiradi” (Kurultay, 1985, b. 198). Muallifni oʻquvchiga yaqinlashtirishda manba matnning madaniy va lingvistik farqlarini kamaytirish orqali mahalliyashtirish strategiyasi qabul qilingani koʻrinadi.

Venuti bu holatni quyidagi soʻzlar bilan ifodalaydi: “Tarjimaning maqsadi boshqa bir madaniyatni bir xil, sezilarli, hatto odatiy holga keltirishdir; bu maqsad har doim xorijiy matnni toʻliq mahalliyashtirishga olib keladi” (Venuti, 1995, b.18). Tarjimonning mahalliyashtirish strategiyasini qabul qilishining turli sabablari boʻlishi mumkin. Masalan, “tarjimon oʻzi yashagan davrning siyosiy va madaniy voqeligiga koʻra mahalliyashtirishni tanlagan boʻlishi mumkin” (Venuti, 1998, b. 240–241). Bundan tashqari, maqsadli madaniyatda tarjima anʼanasini saqlab qolish, qarama-qarshilikdan qochish yoki bilmagan holda mahalliyashtirish strategiyasini qabul qilishni xohlash mumkin.

Ushbu strategiyaga muvofiq, tarjima jarayonida madaniy elementlarga murojaat qilishda, oʻtkazib yuborish, oʻtkazib yuborish, oʻzgartirish, qoʻshish, maqsadli madaniyatga moslashtirish va funktsional tarjima kabi turli xil tarjima amaliyotlaridan foydalanish mumkin.

Boshqa tomondan, begonalashtirish strategiyasi oʻquvchini muallifga yaqinlashtiradigan joy; Boshqacha qilib aytadigan boʻlsak, bu maqsad til oʻquvchilarining chet el matnidagi farqlarni toʻgʻridan-toʻgʻri duch keladigan, hayratda qoldiradigan, oʻylaydigan va shubha ostiga qoʻyadigan jarayonni anglatadi. Ushbu strategiyani qoʻllagan tarjimon madaniy elementlarni tarjima qilishda turli tarjima usullariga murojaat qilishi

mumkin, masalan, so'zma-so'z tarjima qilish, qo'shtirnoq yoki kursiv yordamida farqni ta'kidlash, so'zni o'z holicha tarjima qilish, izohlar qo'shish yo'li bilan tushuntirish yoki parafrasa orqali tarjima qilish. Gurchaglar fikriga ko'ra, "Begonalashuvchi tarjima so'zma-so'z tarjimini o'z ichiga oladi, lekin ular bilan cheklanmaydi; u maqsadli madaniyat tomonidan istisno qilingan manba matnni tanlash va tarjima qilishdan maqsad tildagi marjinal shakllarni afzal ko'rishgacha bo'lgan turli yo'llar bilan amalga oshirilishi mumkin" (Gurchaglar, 2011, b.146).

Venuti, shuningdek, begonalashtirish strategiyasini maqsadli madaniyatda o'ziga xos "qarshilik" sifatida belgilaydi (Munday, 2001, b.145). Maqsadli o'quvchi uchun ravonligi pasaygan va notanish matnlar maqsadli madaniyatda tarjima me'yorlariga qarshi qarshilik nuqtasini yaratish orqali mavjud bo'lishi mumkin. Mahalliyashtirish strategiyasi tarjima qilingan matnlarni maqsadli madaniyat, iqtisodiyot va siyosat maqsadlariga xizmat qilishga yordam beradi va mavjud qadriyatlarni saqlashga hissa qo'shadi; Begonalashish strategiyasi odatlarni silkitadi va o'quvchini chet el madaniyatlari bilan to'qnashtirib, o'rnatilgan tarjima an'analarini sindiradi. Bundan tashqari, u tarjima uchun shaffof matnni idrok etishga qarshi chiqadi va tarjimonning ko'rinmasligini buzishni maqsad qiladi.

Asl matnning lingvistik va madaniy xususiyatlarini saqlab qolishni maqsad qilgan tarjimonlar tomonidan afzal ko'rilgan ushbu strategiya maqsadli o'quvchining turli madaniyatlar haqidagi bilimlarini yaxshilash imkoniyatiga ega. Sujarvantoning fikricha, "Bunday tarjima strategiyasi maqsadli matnga nafaqat manba matn ruhini his qilish imkonini beradi, balki o'quvchilarning dunyo bo'ylab turli madaniyatlar haqidagi bilimlarini oshirishi mumkin" (Sujarvanto, 2014, 32-bet). Begonalashtirish strategiyasi, shuningdek, madaniyatning boshqa madaniyatlarda namoyon bo'lishiga va turli madaniyatlarda ma'lum tushunchalarning tan olinishiga vositachilik qilishi mumkin.

Xulosa

Natijada tarjima jarayoni nafaqat tillararo ko'chirish, balki madaniy elementlarning saqlanishi, ko'chirilishi va rekonstruksiya qilinishi bilan shakllangan dinamik jarayondir. Tarjima strategiyalarini muhokama qilganda, tarjimashunos tadqiqotchilar madaniy farqlar va maqsadli o'quvchining umidlari tarjima jarayoniga qanday yo'naltirishini ta'kidlaydilar. Nyumarkning tarjima usullari va madaniy elementlarga oid tasniflari tarjima jarayonida duch keladigan qiyinchiliklarni aniqlashga hissa qo'shgan bo'lsa, Venutining mahalliyashtirish va xorijiyashtirish strategiyalari tarjimonning maqsadli madaniyat va o'quvchi bilan o'rnatgan munosabatlarini ochib beradi. Mahalliyashtirish strategiyasi tarjima qilingan matnni maqsadli madaniyatga moslashtirish orqali o'qish qobiliyatini oshirsa, xorijiyashtirish strategiyasi o'quvchini xorijiy elementlar bilan ongli ravishda solishtirish orqali tarjimonning ko'rinishini oshirishga qaratilgan. Ikkala strategiya ham tarjima jarayonida turli funksiyalarni bajarsa-da, ular tarjimonning matn, o'quvchi va madaniy kontekst bilan munosabati doirasida ongli tanlovni talab qiladi. Shunday ekan, madaniy unsurlar tarjimasiga nafaqat lingvistik, balki g'oyaviy-madaniy yondashish bilan ham yondashish, tarjima doirasini matn konteksti va tarjima maqsadiga qarab belgilab olish kerak.

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INGLIZ ERTAKLARI VA ULARNING TARJIMASI HAQIDA

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Maqolada ingliz ertaklarining o'ziga xos tomonlari, qisqacha mazmuni va ularning tarjima qilishda e'tibor qaratish lozim bo'lgan jihatlar haqida so'z yuritilgan. Xususan, leksik muammolar, madaniy tafovutlar, stilistik tarafdin farqlar aytib o'tilgan.

Kalit so'zlar: Ertaklar, xalq og'zaki ijodi, semantik, metaforik leksik muammolar, madaniy tafovutlar, stilistik farqlar.

Ingliz ertaklari juda ko'p va turli xil. Quyida ba'zi mashhur ingliz xalq ertaklarining qisqacha matnlari yoki mazmuni bilan tanishishingiz mumkin:

1. Jack and the Beanstalk (Jek va Loviyapoya)

Jek va onasi juda kambag'al yashaydi. Bir kuni Jek sigirini sotish uchun bozorga boradi va uni sehrli loviyalar evaziga almashadi. Onasi g'azablanib, loviyalarni derazadan tashqariga uloqtiradi. Ertasi kuni ulardan ulkan loviyapoya o'sib chiqadi. Jek uni yuqoriga chiqib, bahaybat dev yashaydigan osmon shahriga boradi. U yerdan oltin tuxum qo'yadigan g'oz va sehrli arfa topadi. Jek ularni olib qochadi, oxir-oqibat devni yengadi va boy bo'ladi.

2. The Three Little Pigs (Uchta Kichik Cho'chqacha)

Uchta cho'chqacha o'zlariga uy qurmoqchi bo'lishadi. Birinchisi pichandan, ikkinchisi yog'ochdan, uchinchisi esa g'ishtdan uy quradi. Bo'ri kelib, pichan va yog'och uyni puf lab uchirib yuboradi, ammo g'isht uyni buzolmaydi. Bo'ri hiyla ishlatmoqchi bo'ladi, lekin aqlli uchinchisi cho'chqacha unga aldangancha qoldiradi. Oxir-oqibat bo'ri mag'lub bo'ladi.

3. Goldilocks and the Three Bears (Goldiloks va Uchta Ayiq)

Goldiloks ismli qizcha o'rmonda sayr qilib yurib, uchta ayiq yashaydigan uyni topib oladi. Ichkariga kirib, ularga tegishli ovqatlarni tatib ko'radi, kursilariga o'tiradi va to'shaklarida uxlashga harakat qiladi. Kichik ayiqqa tegishli joylar unga aynan mos tushadi. Ayiqlar qaytib kelgach, Goldiloks qo'rqib ketadi va qochib ketadi.

4. The Gingerbread Man (Janjalchi Shirinpech)

Kampir va chol shirinpechdan odamcha pishiradi, lekin u jonlanib, qochib ketadi. Uni quvlaganlar qatoriga odamlar, hayvonlar qo'shiladi, lekin hech kim uni ushlay olmaydi. Oxir-oqibat u tulkiga duch keladi. Tulki unga yordam berishini aytib, uni orqasiga chiqishga taklif qiladi. Daryo bo'ylab suzayotganlarida, tulki uni og'ziga solib yeb qo'yadi.

5. Little Red Riding Hood (Qizil Qalpoqcha)

Qizil Qalpoqcha buvisinikiga yo'l oladi, lekin o'rmonda bo'riga duch keladi. Bo'ri undan oldin buvisi yashaydigan uyga borib, kampirni yutib yuboradi va uning kiyimlarini kiyib, o'rniga yotadi. Qizil Qalpoqcha kelgach, bo'ri uni ham yemoqchi bo'ladi, lekin ovchi yetib kelib, bo'rini yengadi va buvisi qutqariladi.

Ingliz ertaklarining o'zbek tiliga tarjimasi: muammolar va yechimlar.

Ingliz xalq ertaklari boy tarixga ega bo'lib, asrlar davomida shakllangan. Ular xalqning turmush tarzi, qadriyatlar va orzularini aks ettiradi. Bunday ertaklarning o'zbek tiliga tarjimasi nafaqat bolalar adabiyotini boyitadi, balki madaniy almashinuvga ham xizmat qiladi. Mazkur ishda ingliz ertaklarining o'zbek tiliga tarjimasidagi asosiy muammolar va ularning yechimlari tahlil qilinadi.

1. Tarjima jarayonidagi asosiy muammolar

1.1. Leksik muammolar

Ingliz xalq ertaklarida ko'plab arxaiik so'zlar, metaforalar va xalqona iboralar uchraydi (1). Masalan, "Once upon a time..." kabi boshlanmalar o'zbek tilida "Bir bor ekan, bir yo'q ekan..." shaklida tarjima qilinadi. Biroq ayrim so'z o'yinlari va so'zlashuv uslubi bevosita tarjima qilib bo'lmaydi.

1.2. Madaniy tafovutlar.

Ba'zi ertak qahramonlari yoki voqealari o'zbek bolalariga begona bo'lishi mumkin (2). Masalan, "Jack and the Beanstalk" (Jek va loviya poyasi) ertagidagi devlar, sehrli fasol kabi tushunchalar o'zbek ertaklariga xos emas. Tarjimon ushbu tafovutlarni muvozanatlashtirishi kerak.

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1.3. Stilistik muammolar

Ingliz ertaklari ko'pincha she'riy tarzda yoziladi yoki takroriy jumlar bilan bezatiladi. Buni saqlab qolish uchun tarjimon o'zbek xalq ertaklarining ohangini ham inobatga olishi lozim.

2. Muammolarni hal qilish usullari

2.1. Adaptatsiya

Ba'zan, ertak mazmunini buzmasdan, qahramonlar yoki voqealar o'zbek mentalitetiga moslashtiriladi. Masalan, "King" so'zini "shoh" yoki "xon" bilan almashtirish.

2.2. Ekvivalent topish

Metafora va iboralar tarjimasi uchun o'zbek xalq maqollari va naql so'zlaridan foydalanish muhim (5). Masalan, "slow and steady wins the race" iborasini "Shoshqaloq kuyov qiz olibdi" kabi tarjima qilish mumkin.

2.3. Izoh bilan tarjima

Begona tushunchalarni izoh bilan berish usuli bolalarga yangi madaniyat elementlarini tushuntirishga yordam beradi.

Xulosa

Ingliz ertaklarining o'zbek tiliga tarjimasi, bu faqat so'z almashinuvi emas — balki madaniyatlar o'rtasidagi ko'prikdir. Tarjimon nafaqat lug'aviy bilimga, balki ikki xalqning madaniyati va ruhiyatini chuqur tushunishga ega bo'lishi lozim.

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НАПРАВЛЕНИЯ ИССЛЕДОВАНИЙ И РАЗРАБОТОК В ОБЛАСТИ ЯЗЫКОЗНАНИЯ. ОТДЕЛЬНЫЕ АСПЕКТЫ ИЗУЧЕНИЯ И ОПИСАНИЯ ПЕРЕХОДНЫХ (СИНКРЕТИЧНЫХ) ЯЗЫКОВЫХ ЕДИНИЦ

Х. Бахриддинова ¹

Аннотация:

В данной статье рассмотрены синкретичные языковые единицы, характеризующиеся смысловой ёмкостью и одновременно словесной сжатостью. Подчиняясь структуре мысли, синтаксис экономит свои средства, используя принцип синтаксической компрессии и редукции. Также подробно рассмотрены переходные явления морфологического характера - синкретизм частей речи современного русского языка.

Ключевые слова: языковые единицы, переходность, принцип компрессии и редукции.

На современном этапе актуализировались отдельные аспекты изучения и описания переходных (синкретичных) языковых единиц, что повлекло за собой расширение объекта исследования за счёт интеграции науки о языке с другими областями научного знания. Между тем неизученная «проблемная» периферия остаётся и в русле традиционного языкознания, в частности в рамках структурно-семантического направления.

В настоящее время и др.). Проблемы, связанные с описанием синтаксической переходности, в частности, с синкретизмом СПП, ещё требуют скрупулёзного исследования. Так, синкретичные СПП ранее рассматривались только при изучении отдельных структурно-семантических видов этих конструкций (Л.Д. Беднарская, М.В. Глазунов, Т.А. Глущенко, Т.Г. Ефимова, Е.Г. Колыханова, Н.Н. Логвинова, М.В. Теляковская и др.), а комплексно, системно ещё не исследовались.

Задача структурно-семантического описания состоит в том, чтобы в массе хаотических смысловых противопоставлений установить противопоставления регулярные, функционально нагруженные. Элементы такого описания в трудах Ф.Ф. Фортунатова, А.А. Шахматова, Н.С. Пospelова, В.А. Белошапковой, С.Г. Ильенко и других исследователей позволили Л.Ю. Максимова [48, 50] констатировать оформление особого структурно-семантического подхода, который позже стал осознаваться как направление современной лингвистики.

Обобщая основные положения структурно-семантических описаний синтаксических единиц, В.В. Бабайцева говорит о необходимости учитывать 1) многоаспектность; 2) систему членов предложения; 3) значение элементов и значение отношений; 4) синхронную переходность в системе языка, синкретизм фактов языка и речи [3,35].

Из логически развёрнутых конструкций выпадают избыточные словесные компоненты, а исходные, глубинные структуры объединяются при полном сохранении семантико-синтаксического значения. «Имеется в виду словесная представленность в речи только тех компонентов высказывания, которые являются целевыми для данного высказывания, рассчитанного на адекватность восприятия акцентируемого смысла, а внутренние логико-грамматические и семантические связи при этом остаются имплицитными» [2,71].

Сравнительный оборот - это компонент предложения, вводимый сравнительными союзами как, как будто, словно, точно, подобно тому как, нежели, что (в значении "как"), чем и др. Основу сравнительного оборота представляет словоформа знаменательной части речи (одиночная или с зависимыми словами) - имени существительного: "И уже смешались облака и дымы, будто рядовые одного полка" (В.В. Маяковский); "Ребёнок улыбнулся ему доверчиво, как другу"; имени прилагательного: "Воздух вблизи как-то особенно прозрачен, точно стеклянный" (И.С.Тургенев); имени числительного: "Древние славяне считали семь, как и три, священным числом"; местоимения: "Волю первую твою я исполню, как мою" (А.С. Пушкин); глагола: "Что-то Вася не идёт. Ушёл, как провалился"; причастия; "Он стоял на крыльце дома Карениных, как потерянный" (Л.Н. Толстой); деепричастия: "В небе, недалеко от луны, сверкала, точно падая на землю, крупная звезда" (М. Горький); наречия: "И сон, и сладостный покой, как прежде, посетили снова мой угол тесный и простой" (А.С. Пушкин).

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Суть сравнительных отношений состоит в уподоблении одного предмета (признака, действия, явления) другому на основании общего для них признака: Как выжженная палами степь, черна стала жизнь Григория (М. Шолохов).

Представление о черноте и мрачности степи, выжженной пожарами, вызывает у читателя то тоскливо-тяжелое ощущение, которое соответствует душевному состоянию шолоховского героя. Здесь переносится одно из значений понятия "выжженная степь" на другое - внутреннее состояние персонажа 1. В самом деле, достаточно одного названия сопоставляемого предмета или признака как готового понятия (а это готовое понятие передается сравнительным оборотом) для того, чтобы без лишних слов получить ясное представление о сравниваемом предмете или его признаке, образное видение действия и обстоятельств, его сопровождающих.

Словоформа, составляющая основу сравнительного оборота, разными способами связана с другими словами предложения. Наиболее полно смысл сравнения выражает конструкция, состоящая из трех членов, называющих предметы сравнения и основание сравнения: жизнь Григория как выжженная степь - связь двух предметов сравнения (жизнь - степь), черна как выжженная степь - связь сравнительного оборота с основанием сравнения (общим членом черна). И "в силу двунаправленного смыслового отношения - к основанию сравнения и к объекту сравнения - сравнительный оборот выполняет в предложении разные функции: он выступает то как обстоятельство, характеризующее действие или качественный признак, например "плачет как дитя", "сверкая как алмазы", "лёгкий как облако", "душно как перед грозой", то как определение или сказуемое, характеризующее предмет: "с руками как грабли", "Наш двор как сад", "Она выглядела как старушка". Двунаправленное отношение часто присутствует одновременно, так что типичный сравнительный оборот сочетает в себе функции и обстоятельства, и определения: "Луна, как бледное пятно, сквозь тучи мрачные желтела" (А.С. Пушкин) 2 (луна какая? желтела как?).

В предложениях со сравнительными оборотами всегда присутствует (возникает в сознании производящих и воспринимающих речь) "момент сравнения", даже если сам оборот не обозначает "чистое уподобление", а передает какие-то другие, порой очень "ослабленные" смыслы сравнения:

Охотник без ружья всё равно что пономарь без голоса (А.П. Чехов). - Он надеялся нажить большие деньги как адвокат (Ф.М. Достоевский).

Если в первом примере очевидно сравнение "охотника без ружья" с "пономарем без голоса", то во втором "он" не сравнивается с "адвокатом", обязательно получающим большие деньги, а сравнительным оборотом как адвокат указывается на должность, которую "он" займёт и которая, будучи хорошо оплачиваемой, поможет ему "нажить большие деньги"; таким образом, здесь смысловое значение оборота как адвокат - "работая адвокатом", "в качестве адвоката", а вовсе не уподобление "его" неминуемо богатому адвокату.

Сравнительный оборот обычно вносит в предложение дополнительное смысловое значение сравнения, но далеко не всегда обособляется. Он отделяется на письме запятыми, а в устной речи - паузами, если занимает в предложении относительно самостоятельное и свободное положение, соотносясь по смыслу со всей предикативной частью предложения и сближаясь по функции с придаточным предложением: "Сердце моё болезненно сжалось, как после первого расставания" (М.Ю. Лермонтов). В таких случаях сравнительный оборот 1) обозначает "чистое" сравнение (уподобление): Огромное судно, как щепку, швыряло штормом; 2) имеет обстоятельственное значение причины, при этом его можно трансформировать в придаточное причины или заменить оборотом с будучи: Как победитель городской олимпиады, Саша был награжден поездкой в Москву (так как Саша стал победителем олимпиады, он был награжден...; Будучи победителем...).

Но если сравнительный оборот тесно связан с одним из слов предложения, являясь обязательным его распространителем, например 1) частью сказуемого (Денёк сегодня как весенний); 2) обязательным определением (Есть письма как сигнал тревоги); 3) обязательным обстоятельством образа действия (Наши борцы бились за победу как волки), легко заменяемым существительным в творительном падеже или наречием; 4) частью фразеологического оборота (белый как снег, гол как сокол, летит как стрела, точно как в аптеке), - то ни интонационного, ни пунктуационного обособления сравнительного оборота в таких случаях нет.

Не обособляются также и сравнительные обороты, имеющие значение 1) приравнивания, отождествления: Селекционеры работали с этим сортом пшеницы как с перспективным (кстати, такие обороты легко заменяются синонимичными, начинающимися словом считая); 2) "в качестве" или "с такой-то стороны": Мороженые ягоды поданы как десерт; Ивана Семёновича ценили как опытного слесаря.

Кроме того, есть устойчивые сочетания, при которых принято либо ставить запятые, либо не ставить.

Всегда выделяются (определяются) запятыми:

- обороты, начинающиеся союзом как и: В Петербурге, как и в любом морском городе, высокая влажность воздуха;

- обороты, соотносимые с указательными словами так, такой, тот, столь: Олег во всем хотел быть таким, как его старший брат;

- обороты, соотносимые со словами не кто иной, (как...); не что иное, (как...); кто, (как не...); что, (как не...); Мне показалось, что это не кто иной, как мой давний одноклассник; Кто, как не Марина Цветаева, может так написать о любви!;

- обороты как правило, как прежде, как никто, как минимум, как исключение, как никогда, как сейчас, как нарочно, как таковые и т.п.

Запятая (запятые) при устойчивом сочетании не ставится:

- если сочетанию предшествуют слова не, совсем, совершенно, вроде, точь-в-точь, почти, именно, прямо: Всё у нас не как следует; Данилыч отпустил усы точь-в-точь как у Петра;

- в оборотах не более как, не менее как, не далее как, не иначе как, как можно и др.

Столь подробное изучение правил о пунктуационном оформлении сравнительных оборотов с опорой не столько на формальные, сколько на смысловые их признаки, формирование умений пользоваться синтаксическими синонимами необходимо для того, чтобы отучить учащихся при встрече с любым оборотом, начинающимся сравнительным союзом, ставить запятую; показать им, что учет только формального признака довольно часто приводит к ошибке.

Универсальность положений теорий синкретизма и ФСП позволяет проводить наблюдения на материале не только русского языка, но и других языков, а также в пределах любых, даже неязыковых, систем, что тоже представляется перспективным и интересным.

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ПРЕДСТАВЛЕНИЕ О СРАВНИТЕЛЬНОЙ КОНСТРУКЦИИ

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Аннотация:

В статье рассматривается сравнительная конструкция как одно из самых ярких средств языка, устанавливающих связи и отношения между предметами и явлениями действительности. Эти связи позволяют наглядно представить сравниваемые предметы и явления, глубже понять и познать их.

Ключевые слова: сравнение, многообразие форм, сопоставление.

Как один из видов мыслительной деятельности сравнение является предметом логики и заключается в сопоставлении предметов и явлений на основании сходства, предполагающего наличие общего признака или комплекса признаков.

Одновременно сравнение - одна из форм художественного мышления (образное сравнение, метафорическое сравнение). Это делает его предметом поэтики и стилистики.

Язык располагает большими возможностями выражения идеи сравнения.

Образование синтаксических конструкций с помощью собственно синтаксических средств делает сравнение предметом синтаксиса. Язык располагает большими возможностями выражения идеи сравнения. Образование синтаксических конструкций с помощью собственно синтаксических средств делает сравнение предметом синтаксиса.

Представление о сравнительной конструкции связывается с пониманием ее как целого, содержащего позитивный компонент, компаративный компонент, модуль сравнения. Позитивный компонент включает в себе предмет или ситуацию, которая представляет собой исходную часть конструкции при выражении сравнительных отношений.

Компаративный компонент - предмет или ситуация, с которой сравнивается позитивный компонент. Он в качестве строго обязательной части содержит позицию показателя сравнения. Модуль сравнения - это признак (в широком смысле слова), на основе которого происходит сравнение (т.е. основание сравнения), который может быть выражен эксплицитно или имплицитно (М.И.Черемисина).

Из всего многообразия форм и способов выражения идеи сравнения предметом исследования в реферируемой диссертации являются сравнительные конструкции с показателем сравнения как различных уровней синтаксической системы:

Жизнь течение своё изменила, как река изменяет русло.

(Н.Некрасов.);

Душа переполняется желанием, как грудь матери молоком.

(М.Пришвин.);

Жизнь, как умная лошадь, сама выбирает свою дорогу.

(Л.Жуховицкий.);

На темном небе, как узор, деревья траурные вышиты.

(О. Мандельштам);

Огни - как нити золотых бус.

(М.Цветаева).

Сравнительные конструкции не раз привлекали внимание учёных. Им посвящено большое количество исследований. Можно говорить о нескольких периодах в истории их изучения.(3,544)

Первый период связан с именами Н.И.Греча, А.Х.Востокова, Ф.И. Буслаева, которые считали наличие подчинительного союза несомненным признаком придаточного предложения. Вследствие этого и конструкции со сравнительными союзами рассматривались преимущественно как придаточные предложения полные или неполные, хотя уже А.Х.Востоков отмечает конструкции, близкие к члену предложения.

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Второй период составляют труды Д.Н.Овсянко-Куликовского, А.А.Шахматова, А.М.Пешковского, для которых наличие подчинительного союза при словосочетании или слове не являлось безусловным показателем принадлежности их к придаточному предложению. Среди конструкций со сравнительными союзами в это время выделяют не только придаточные предложения полные и неполные, но и члены предложения, главным образом сказуемое.

Третий период в изучении сравнительных конструкций характеризуется повышенным интересом к конструкциям, которые могут быть определены как второстепенные члены предложения, тогда как в предшествующий период внимание ученых привлекали большей частью конструкции, выступающие в роли сказуемого (А.Г.Руднев, Н.А.Широкова).

Наконец, четвёртый период образует современное учение о конструкциях с сравнительными союзами. Следует отметить, что современными учеными признается, что семантика сравнения может передаваться различными конструкциями, неоднородными по своему составу и синтаксической функции. Хотя и здесь нет единого мнения среди исследователей. Большинство работ в этой области имеет своим объектом определенные синтаксические модели сравнения. Наиболее значительной работой, посвященной исследованию сравнительных конструкций, является монография М.И.Черемисиной "Сравнительные конструкции русского языка", в которой отмечаются изученные модели: это конструкции с творительным сравнительным (Л.А.Чуич, К.И.Ходова, М.Ф.Палевская, А.К.Панфилов); "генитивные конструкции", которые оцениваются разными авторами и как формы сравнений, и как формы метафор (А.В.Вельский, Г.Г.Поли-щук); предложные способы выражения сравнений (Е.Т.Черкасова, Е.В.Скворецкая); предикативные сравнения (А.П.Сазонов, Р.С.Иткина); сравнительные обороты (Н.С.Дмитриева, А.Г.Руднев, Н.А. Широкова, А.Ф. Прияткина, Л.А.Киселева); сложные сравнительные конструкции (Л.А.Киселева, И.К.Кучеренко, Н.А.Широкова) и др. (5,225).

Споры вызывают сравнительные конструкции, компаративный компонент которых не содержит сказуемого.

Одни исследователи (Л.А.Киселёва, Р.С.Иткина, Н.А.Широкова) выделяют среди них три разновидности: конструкции с неполным придаточным; конструкции со сравнительным оборотом; конструкции с второстепенным членом. При этом разные критерии классификации рассматриваемых синтаксических образований обуславливают отсутствие четких дифференциальных признаков, позволяющих отличать их друг от друга.

Другие исследователи (М.И. Черемисина и др.) все конструкции, не содержащие явно предикативной формы, изучают под общим названием "сравнительный оборот", что не решает проблемы различения его неоднородного состава.

Третьи исследователи (напр., А.Ф. Прияткина) предлагают выделять сравнительные обороты с характеризующим значением, т.е. обороты, относящиеся к составу подлежащего, и обороты, совмещающие признаки простого и сложного предложения, т.е. обладающие дополнительной предикативностью. Но и такая классификация вызывает ряд вопросов, связанных с проблемой неоднозначного понимания терминов "сравнительный оборот", "полупредикативность", "осложнённое предложение".

Наконец, некоторые авторы отмечают наличие сравнительных конструкций, совмещающих признаки простого и сложного предложения (В.В. Бабайцева, Г.Ф. Гаврилова, А.Ф. Прияткина, Н.А. Широкова, М.И.Черемисина и др.). Однако нет специальных работ, связанных с анализом сравнительных конструкций в аспекте теории синхронной переходности, основные положения которой сформулированы В.В. Бабайцевой.

Основные проблемы, которые делают актуальным дальнейшее изучение сравнительных конструкций с показателем сравнения как в аспекте теории переходности, можно свести к следующим:

- а) неопределённость статуса синтаксической единицы в компаративном компоненте;
- б) неопределённость морфологического статуса и синтаксических функций показателя сравнения как в сравнительных конструкциях различных уровней.

Общая схема анализа сравнительных конструкций с показателем сравнения как может быть использована как план структурно-семантического разбора сравнительных конструкций с показателем сравнения как в практике преподавания русского языка, в частности в спецкурсах по явлениям переходности.

Сравнение представляет собой сложнейшее многоаспектное и многоуровневое явление.

Многоаспектность сравнения обуславливает возможность его исследования в логическом, структурном, семантическом и коммуникативном аспектах. Структурно-семантическое направление, в русле которого велось исследование, характеризуется вниманием ко всем аспектам, что дает возможность определить комплекс дифференциальных признаков изучаемого объекта.

Специфическая сравнительная семантика, способом выражения которой является набор разноуровневых языковых средств, позволяет трактовать сравнение как структурно-семантическую категорию языка.

Многообразие форм выражения идеи сравнения поддерживается лексическими, морфологическими и синтаксическими средствами.

Из лексических средств отметим лексико-семантическую группу, ядром которой являются формы глагола походить и прилагательного похожий (Отец мой был похож на ворона. И.Бунин.).

Из морфологических форм часто используется падежная форма имени существительного (творительный сравнения - нос крючком), формы сравнительной степени прилагательных и категории состояния, а также специальные предлоги (подобно, вроде), союзы, частицы и т.д.

Из всего многообразия форм и способов выражения категории сравнения в поле зрения данной работы лежат собственно-синтаксические конструкции с показателем сравнения как.

Сравнение и метафора имеют общее основание - уподобление или сопоставление предметов, или явлений по какому-либо общему свойству, признаку. Однако сравнение и метафора существенно отличаются друг от друга.

Проблема разграничения сравнения и метафоры привлекала многих исследователей. Так, А.А.Веселовский отмечал, что сравнение "предполагает раздельность сравниваемых предметов. А по словам А. Белого, "В метафоре завершается тот психический процесс, который начинается в сравнении: там - сопоставление признаков, здесь - завершение этого сопоставления, заключающееся соединением признаков. В метафоре, в отличие от сравнения, не обозначается признак, на основе которого сближаются явления. Однако, в основе обоих лежит аналогия [1,82).

Общее для сравнения и метафоры в единстве функции: и то и другое позволяет охарактеризовать объект качественно иначе, чем это можно сделать прямым, автологическим способом (автологический способ - термин С.Гончаренко. Специфика автологического способа исследования методами психолингвистики отражена в работах О.И.Никифоровой.

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О ГРАММАТИЧЕСКИХ ОСОБЕННОСТЯХ ПЕРЕВОДА ГЛАГОЛОВ С ПРИСТАВКОЙ ОТ - В РУССКОМ ЯЗЫКЕ И СРЕДСТВА ИХ ВЫРАЖЕНИЯ В ТАДЖИКСКОМ ЯЗЫКЕ (НА МАТЕРИАЛЕ ХУДОЖЕСТВЕННОГО ТЕКСТА)

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Аннотация:

Лингвистическое исследование может быть определено как типологическое при условии сопоставления минимум двух языков. Сам факт сопоставления разных языков (минимум двух) является постоянным моментом всякого типологического исследования. В рассматриваются русские глаголы с приставкой от- на таджикский язык.

Ключевые слова: перевод, сопоставление, определение, контакт, средства, передача, язык, выражение, коммуникация.

Всякое знание имеет свою историю. У перевода история чрезвычайно длинная. Переводчик – одна из самых древних и самых устойчивых по отношению к общественным переменам профессий. Ведь в любое времена или при любом состоянии общества контакты между народами порождали необходимость в переводчике.

Нет сомнения, что первые контакты между народами, говорящими на разных языках, были устными. В древние времена предполагали, что устный перевод появился за долго до возникновения письменности.

И.С. Алексеева определяет роль перевода как деятельность, которая заключается в вариативном перевыражении, перекодировании текста, порожденного на одном языке, в тексте на другом языке, осуществляемая переводчиком, который творчески выбирает вариант в зависимости от вариативных ресурсов языка, вида перевода, задач перевода, типа текста и под воздействием собственной индивидуальности; перевод – это также и результат описанной выше деятельности [1, 7с.].

Перевод обеспечивает сиюминутные и долговременные контакты между людьми. Всюду, где существует языковой барьер – от общения двух друзей, говорящих на разных языках, до интернета, – преодолеть его помогает перевод.

Определение слова «перевод» в словаре лингвистических терминов:

1. Сопоставление двух или нескольких языков с целью отыскания семантических соответствий между их единицами, обычно для сопоставительных семантических исследований и т.п.

2. Передача информации, содержащейся в данном произведении речи, средствами другого языка.

3. Отыскание в другом языке таких средств выражения, которые обеспечивали бы передачу на него не только разнообразной информации, содержащейся в данном речевом произведении, но и наиболее полное соответствие нового текста первоначальному также и по форме (внутренней и внешней), что необходимо в случае художественного текста [2, 32с.]

В.Н. Комиссаров считает, что «Перевод – это вид языкового посредничества, при котором на другом языке создается текст, полноправно заменяющий оригинал» [4, 9с.].

По мнению Р.К. Миньяра-Белоручева «Объектом науки о переводе является коммуникация с использованием двух языков, где центральным звеном выступает деятельность переводчика или перевод, который представляет собой один из сложных видов речевой деятельности» [6, 22с.].

Касаясь вопроса перевода, Л.С. Бархударов считает, что «Перевод – это определенный вид трансформации, а именно межъязыковой трансформации» [3, 77с.].

Каждый переводчик определяет перевод по своему усмотрению, перевод двухфазный процесс межъязыковой и межкультурной коммуникации и является один из сложных видов речевой деятельности.

В данном подразделе мы рассмотрим примеры перевода глаголов с приставкой от- с русского языка на таджикский. Для определения средств и способов перевода проведём анализ примеров из произведений художественной литературы. Как известно, в процессе перевода переводчик при выборе средств переводящего языка (далее ПЯ) совершает одно из трёх переводческих действий: а) берёт

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готовое соответствие, не имея выбора (однозначные эквиваленты); б) производит выбор из нескольких вариантов (вариантные соответствия); в) порождает собственное соответствие в рамках закономерностей языка (переводческие трансформации: лексические, лексико-грамматические, грамматические). Следует отметить, что в передаче глаголов на другой язык участие однозначных эквивалентов маловероятно, так как глагол считается самой многозначной частью речи. Следовательно, перевод выбранных нами примеров осуществлён либо вариантными соответствиями, либо – переводческими трансформациями.

Рассмотрим перевод глаголов русского языка с приставкой от- на таджикский язык, переданных простым глаголом. Начнём с самых примитивных примеров, в которых средства и способы перевода совершенно очевидны: Находку снова приняли на фабрику, он отдавал ей весь свой заработок (стр. 84) – Находка-хохолро дар фабрика боз ба кор гирифтанд, у тамоми мохонаи худро оварда ба модар медод... (сах. 112). Глагол «отдавал» в данном контексте находится в форме третьего лица единственного числа прошедшего времени и переводчик, соответственно, предпочёл осуществить его передачу на ПЯ (таджикский язык) глаголом аналогичной формы «медод» (от «додан»), который содержит семантику глагола «отдавал» в таджикском языке. Следовательно, переводчик применил способ вариантного соответствия, о чём свидетельствует анализ вышеизложенного примера.

Следующие контексты также являются ярким примером вариантного соответствия, в котором для передачи глагола третьего лица единственного числа будущего времени «отпёр» (от «отпереть»), переводчик выбрал самый оптимальный вариант для данного контекста – глагол третьего лица единственного числа прошедшего времени «кушод» (от «кушодан»). Также нужно обратить внимание на то, что независимо от того, кто совершает действие, предствитель мужского или женского пола – употребление данного глагола является нормой для таджикского языка: Когда хохол отпер дверь, вошел Весовщиков с узелком под мышкой... (сах.88) ... хамин ки хохол дарро кушод, Весовщиков ба хона даромад, ӯ дар зер багал бугчае дошт... (сах.118). Когда мать отперла ей дверь, она бросило на пол маленький желтый чемодан и, быстро схватив руку Власовой, спросила (стр. 153) – Модар вакте ки дарро кушод, у чамадончаи хурди зардери ба замин монда ба зуди дасти Власоваро гирифта пурсид (сах. 205); Глагол «отпереть» в таджикском языке имеет такие вариантные соответствия как «кушодан», «яла кардан» и «бо калид кушодан», из которых вариант «кушодан» в данном контексте наиболее адекватно передаёт семантику глагола «отпёр».

Во втором приведённом примере переводчик выполнил не самую сложную задачу, так как глагол «отправилась», исходной формой которого является «отправиться», в таджикском языке имеет несколько словарных соответствий: рафтан, равона шудан, озим шудан, азимат кардан, ҳаракат кардан. Следовательно, для передачи глагола «отправилась» на таджикский язык, переводчик выбрал из нескольких вариантов, глагол третьего лица единственного числа прошедшего времени «рафт»: Рано утром она отправилась к Марье Корсуновой [М.Г. с. 62] – Пагоҳии барвақт ӯ ба назди Марья Корсунова рафт [Мод. с. 83]. Всё вышеизложенное свидетельствует о том, что переводчик для выполнения поставленной задачи применил регулярный способ передачи единицы – вариантное соответствие.

Применение способа вариантного соответствия наблюдается и в следующем примере с тем же глаголом, но в сочетании с инфинитивом «спать» – «отправилась спать», где глагол «отправилась» выступает в роли вспомогательного глагола. При его переводе также использованы дополнительные средства – «ба хобидан мерафт», чтобы целостно передать семантику, заключённую в данном сочетании: Когда Андрей отправился спать, мать незаметно перекрестила его, а когда он лег и прошло с полчаса времени, она тихонько спросила (стр.76) – Вакте ки Андрей ба хобидан мерафт, модар ба вай нафахмонда салиб кашида, дар хаккаш дуо кард ва қариб ним соат баъд бо овози паст пурсид. (сах.102).

Встречаются также случаи употребления глаголов с приставкой –от в форме инфинитива: «велела отвезти». В переводе этого сочетания на таджикский язык также использовано сочетание «фармуд ки барад»: На этот раз она не заметила знакомого лица и не торопясь пошла по улице, а потом наняла извозчика и велела отвезти себе на рынок (стр. 192) – Ин дафъа у ба ин хел башараи шинос дучор нашуд ва шитоб накарда ба рох даромад ва баъд фатоне киро карда фармуд, ки ӯро ба бозор барад (сах. 255). Но сочетание «фармуд ки барад» в своём составе не содержит неопределённой формы глагола, напротив, глагол «барад» обладает формой третьего лица единственного числа прошедшего времени.

Нельзя не заметить использование глаголов, чередующихся видовыми формами. К примеру, в следующих четырёх контекстах глаголы несовершенного вида «отдаёт», «отдавал» (от «отдавать»), переданы на ПЯ глаголами «медихад», «медод» (от «додан»), а глагол совершенного вида «отдать» в двух контекстах передан как раз инфинитивом «додан», которые, в целом, равнозначны семантике выступающих в данных контекстах единиц:

Вот Николай Иванович получает семьдесят пять рублей в месяц – нам пятьдесят отдаёт (стр. 82). - Масалан, Николай Иванович ҳар моҳ ҳафтоду панҷ сум моҳона мегирад ва аз ин панҷоҳ сумаширо ба мо медиҳад (сах. 110); Но возня с девицами требует денег, а он отдавал её свой заработок почти весь (стр.11) - Аммо бо духтарҳо гаштан пул талаб мекунад, ҳол он ки вай қариб ҳамаи маошаширо оварда ба модар меод (сах. 17). В двух первых контекстах переводчик всё-таки учёл видовое содержание глаголов «отдаёт», «отдавал» и выбрал такие формы глаголов («медиҳад», «меод»), которые содержат в себе оттенок действий, имеющих продолжение. Надо уметь всё отдать, все сердце (стр. 111). - Тамоми хасту нести худро, тамоми чону дили худро додан, фидо карда тавоништан лозим аст (сах. 148); Жизнь отдать, умереть за дело – это непросто! (стр. 111) - Барои қор қон додан, худро қурбон намудан ин осон не! (сах. 148). В последующих двух контекстах в дело вступает мастерство переводчика, который передаёт содержание контекста под свой стиль, но для передачи интересующей нас единицы выбирает вариантный эквивалент «додан».

В следующем контексте наблюдается применение приёмов лексико-грамматической трансформации: Я предлагаю, товарищи, не бросить работу до поры, пока он не откажется от копейки [М.Г. с. 55] - Рафиқон, ман таклиф мекунам, ки то ин як тинро аз болои мо набардорад, қор қардан дарқор... [Мод. с. 74]. Для передачи глагола «не откажется» переводчик подобрал глагол в таджикском языке «набардорад», имеющий форму третьего лица единственного числа настоящего времени, представляющее противоположное лексическое значение к глаголу «бардоштан». На русский язык глагол «бардоштан» переводится как «поднимать», т.е. нагнувшись, брать с земли, с полу и т.д. Переводчик решил, что для выбранного им контекста лучшим вариантом может быть глагол «набардорад» и воспроизвёл ко всему контексту лексико-грамматическую трансформацию посредством приёма контекстуальной замены, а по отношению к глаголу «не откажется» приём замены части речи. Использование глагола «не откажется» наблюдается и другом контексте, но на этот раз переводчик предпочёл для его передачи на ПЯ глагол «бар намегардад», но всё же приёмом замены лексемы в пределах глагольной лексики. Ему нужен суд, ему нужно встать во весь рост, - он от этого не откажется. Простой глагол (стр. 245) - Ба вай суд лозим аст, вай қоматаширо тамои рост қарда дар пеши маҳмае истодан меҳаҳад – у аз ин қарораш бар намегардад (сах. 223);

Просматривается также применение грамматических трансформаций, к примеру, в очередных примерах перевода применена замена части речи: Иногда кожа на шее у него вздрагивала, он откидывал голову, закрыв глаза, у него дрожал подбородок (стр.245) - Баъзан пусти гардани Николай меларзид, ӯ чашмонаширо пушонда, сарашро меафшонд ва манаҳаш ба ларза меомад (сах. 224). Переводчик произвёл замену на уровне лексемы, т.е. глагол третьего лица единственного числа прошедшего времени «откидывал» (от «откидывать») заменён глаголом третьего лица единственного числа прошедшего времени «меафшонд» (от «афшондан»). Глагол «афшондан» является многозначным словом и на русский язык в данном значении переводится как «отряхивать» «стряхивать». Такое решение переводчика связано с тем, что то действие, выраженное в сочетании «откидывал голову», можно выразить именно лексемой «меафшонд», т.е. ключевую роль в данном словосочетании играет лексема «голова».

Такая же картина наблюдается в очередном контексте, где переводчик предпочёл выразить глагол «откликнулся» в ПЯ глаголом «гуфт» (от гуфтан), хотя последний на русский язык переводится как «говорить», «сказать»: Вам и ловить вшей, а не ершей! - откликнулся рабочий [М.Г. с. 70] - Шумо ҳам ба шабушдорӣ лаёкат доред, на ба моҳигирӣ, - гуфт қорғар [Мод. с. 94]. Глагол «гуфт» представляет форму третьего лица единственного числа прошедшего времени, и не является каким-либо вариантным соответствием глагола «откликнулся», и наоборот, в таджикском языке представлен словарными соответствиями «ҷавоб додан», «садо додан», «овоз додан». Но в данном контексте глагол «гуфт» вполне адекватно передаёт семантику, заключающуюся в глаголе «откликнулся» исходного языка (далее ИЯ). Отсюда и налицо факт применения приёма контекстуальной замены лексико-грамматической трансформации.

Очередной исследуемой единицей, представляющей следующий контекст, является деепричастие «отходя» - неизменяемая форма глагола, обозначающая добавочное действие, сопутствующее действию глагола-сказуемого, и обладающая признаками глагола и наречия. В тексте перевода к деепричастию «отходя» подобрано деепричастие в таджикском языке «рафта истода» - один из вариантов синонимического ряда «роҳрафта», «рафта истода», «гашта», «рафтуомад қарда»: Он собрал свою бороду в руку, посмотрел на нее и, отходя, сказал (стр. 76) - У риши худро ба қабза гирифта, ба модар нигоҳ қард ва рафта истода гуфт (сах. 103). Данное деепричастие образовано с помощью вспомогательного глагола «истода», что свойственно таджикскому языку. Исходя из этого можно сделать вывод об использовании переводчиком приёма вариантного соответствия для передачи деепричастия

«отходя» - деепричастием в таджикском языке «рафта истода». В качестве деепричастия в ниже приведённом контексте выступает также глагол «отложив» (от «отложить»), но в этом случае переводчик не использует деепричастие, как в первом случае, а выбирает словарное соответствие в ПЯ «гузошту» (от «гузоштан») с помощью соединительного союза «у», и таким способом доводит данную мысль до конца: Ефим взял её, повертел в руках и, отложив в сторону, спокойно сказал (стр. 119). Ефим китобро гирифт ва дар дасташ он су-ин су гардонда ба як тараф гузошту оромона гуфт. Простой глагол (сах. 160).

Наблюдается также передача деепричастия глаголом настоящего-прошедшего времени, например, в нижеприведённом примере, деепричастие «отбрасывая» на ПЯ передан глаголом третьего лица множественного числа настоящего-прошедшего времени «мепартофтанд»: Отшвыривали в сторону тела, срывали шапки, далеко отбрасывая их (стр. 303) - Онхо аз гиребон ва китфи мардум гирифта онхоро ба харсу тела медоданд, кулохҳои мардумро бардошта ба дур мепартофтанд (сах. 399).

Далее, в следующем примере наблюдается приём замены причины следствием, т.е. переводчик подходит к преобразованию текста ИЯ на ПЯ с другого ракурса, выбрав для этого глагол третьего лица единственного числа прошедшего времени «гирифтааст», значение которого является логическим развитием значения переводимой единицы «отдали»: Отдали меня под надзор полиции, а то я ушел бы в Сибирь... (стр. 89). - Полиция маро ба тахти назорати худ гирифтааст, набошад ба Сибирь мерафтам... (сах. 119). Такой подход переводчика мотивирован его коммуникативной целью, таким способом он уведомляет читателя о том, что идея первой части предложения осуществлена.

Таким образом, анализ рассмотренных примеров перевода глаголов русского языка с приставкой –от на таджикский язык, переданных простым глаголом показал, что перевод данных единиц осуществлён вариантными соответствиями и переводческими трансформациями.

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COMPARATIVE ANALYSIS OF PERSON DEIXIS FROM A GRAMMATICAL-SYNTACTIC PERSPECTIVE IN ENGLISH AND UZBEK FAIRY TALES

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Abstract:

This article concentrates on the use of personal deixis in English and Uzbek fairy tales and highlights the similarities and differences in personal deixis in these languages based on a grammatical-syntactic perspective in the analysis of various tales.

Key words: tale, person, deixis, pronoun, lexical, stylistic, grammatical, deictic means, event.

It is known that any sentence is based on a specific grammatical structure, and the process of grammaticalization manifests in different ways across languages. The term "grammar" itself carries multiple meanings. It can be structured as a comprehensive set of rules for language learners, or it may be a descriptive reference grammar developed through discussions among linguists. Additionally, "grammar" encompasses two major branches: "morphology," which deals with word classes, and "syntax," which focuses on sentence structure. When studying person deixis, it is essential to examine its grammatical-syntactic function within a sentence. As mentioned earlier, one of the main components of grammar is morphology, which studies the classification of words into specific morphological categories. In both English and Uzbek, person deixis is primarily expressed through personal pronouns.

A pronoun is a part of speech that can substitute for a noun or an adjective and may also replace other words, phrases, or even entire sentences by referring to them or posing a question. Pronouns do not have a fixed lexical meaning; their meaning is determined by the context in which they appear and the words or sentences they replace. The meaning of a pronoun is often understood from the surrounding context or previous sentences. Functionally, pronouns do not denote objects or their attributes directly; rather, they serve to indicate or express their existence. Morphologically, pronouns are not uniform and include different categories such as personal, reflexive, demonstrative, interrogative, indefinite, negative, and possessive pronouns.

The primary type of pronouns that express person deixis is personal pronouns. These pronouns refer to one of three persons: the speaker (first person), the listener (second person), and anyone or anything outside of the speech act (third person). In Uzbek, *men* (I) and *biz* (we) are first-person pronouns, *sen* (you, informal) and *siz* (you, formal) are second-person pronouns, and *u* (he/she/it) and *ular* (they) are third-person pronouns. Among these, *men*, *sen*, *u* indicate singular forms, while *biz*, *siz(lar)*, *ular* indicate plural forms.

However, sometimes *biz* (we) and *siz*, *ular* (you, they) can be used with a singular meaning. When *biz* is used singularly, it conveys humility or an effort to avoid self-emphasis. Similarly, *siz* and *ular* can refer to a single person as a sign of respect. In Uzbek, when *siz* is used as a formal pronoun to show respect, the suffix *-lar* is often added to express plurality.

When the suffixes *-ni* or *-ning* are attached to the pronouns *men* (I) and *sen* (you, informal) in Uzbek, the pronunciation undergoes a phonetic change where one *n* sound is omitted, and it is written accordingly. For example:

-Men ko`taray, -deb, Qilichqora toshni ko`targan ekan, butun yerni karinja bosib ketibdi. Shunda karinjalarning podshosi:

- Mard yigit, bizning mushkulimizni oson qilding, biz yuz yildan beri shu tosh ostidan chiqqa olmay zulmatda edik, endi sening buyurganingni qilishga tayyormiz, -debdi.

In this example, the singular and plural forms of the first-person pronoun are given in the nominative case. The pronoun "men" (I) refers to "Qilichqora", which is mentioned next. The pronoun "biz" (we) is used in the speech of the ant king, referring to all the ants collectively. Additionally, the pronoun "sening" (your) is used in the genitive case in the singular form. As mentioned earlier, the omission of the *n* sound can be observed in this pronoun, indicating that the addressee and the speaker are engaged in communicative interaction.

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-Xayr, ukam, ikkimiz onadan, otadan ajralgan edik. Endi men sendan ham ajraldim, - deb yig'lab - yig'lab yo'lga ravona bo'libdi. Bir necha kun yo'l yurib bir shaharga yetibdi. Qarasa, bir katta maydonga xalq yig'ilgan emish, u yerda bir qushni uchirishga tayyorgarlik ko'rib to'y-tomosha qilayotgan emishlar. Sunbul hayron bo'lib, keyin bilsa, qush - davlat qushi ekan. Uni podsho saylash uchun uchirayotgan ekanlar. Sunbul bir daraxtning yoniga borib, unga suyanib turibdi, davlat qushini uchirishibdi. Qush uchib-uchib, aylanib yurib Sunbulning boshiga qo'nibdi. Xalq yopirilib kelibdi, qarasa, davlat qushi Sunbulning boshiga qo'ngan ekan.

In the excerpt taken from the fairy tale "Sunbul and Gul," the personal pronoun "men" (I) is used in the nominative case, "sendan" (from you) in the ablative case, and "uni" (him/her/it) in the accusative case, serving to syntactically connect words within the sentence. Similar examples can also be found in English folk tales.

When the day of the ball came, they made such a fuss. Poor Cinderella had to rush about upstairs and downstairs. She fixed their hair in fancy waves and curls. She helped them put on their expensive new dresses. And she arranged their jewels just so. As soon as they had gone, Cinderella sat down by the fire and she said. "Oh I do wish I could go to the ball". The next moment, standing beside her was a lovely old lady with a silver wand in her hand.

As we can see, the nominative and objective forms of the third-person pronoun are used in the English folk tale "Cinderella." Additionally, possessive pronouns are also present in this text. The pronoun "their" indicates whose hair Cinderella was fixing and whose jewelry was being discussed.

Unlike Uzbek, English employs a separate set of pronouns to express possession: I - my, you - your, he - his, she - her, it - its, we - our, they - their. In Uzbek, possession is expressed through the genitive case forms of personal pronouns and possessive suffixes such as -im, -ing, -i, -si, -miz, -ingiz, -lari. The pronoun in the genitive case may sometimes be omitted in a sentence. However, possessive suffixes indicate the owner of a person, object, or the general meaning within the sentence.

In English, omitting possessive pronouns in a sentence can alter the intended meaning or create a different interpretation. For this reason, English follows strict word order rules and does not allow the omission of possessive pronouns.

The use of pronouns in different case forms inevitably affects their syntactic function in a sentence. For example, the nominative case form of personal pronouns is primarily used as the subject in a sentence. In the following excerpt:

The coal replied: 'I fortunately sprang out of the fire, and if I had not escaped by sheer force, my death would have been certain, - I should have been burnt to ashes.' The bean said: 'I too have escaped with a whole skin, but if the old woman had got me into the pan, I should have been made into broth without any mercy, like my comrades.'

The pronoun "I," which functions as the subject in the quoted speech, refers to "the coal" and "the bean" mentioned in the author's narration. Additionally, in the first sentence, the words "I" and "sprang" form a core predicative connection. The same phenomenon can be observed in the structures "I," "had not escaped," "should have been burnt," "have escaped," and "should have been made." In general, the use of personal pronouns as the subject is a common occurrence in linguistics. The following example further proves this point:

'What makes you pant so, my friend?' said the ass. 'Alas!' said the dog, 'my master was going to knock me on the head, because I am old and weak, and can no longer make myself useful to him in hunting; so I ran away; but what can I do to earn my livelihood?'

In this interrogative sentence, the pronoun "you" not only functions as an object but is also connected with the noun phrase "my friend," indicating the speaker's friendly relationship with the addressee. In the first sentence, the word "dog" (it) appears as an object, but in the next sentence, it becomes the focus of expression, represented by the pronoun "I" in the subject position. This quoted passage consists of a compound sentence connected by coordinating conjunctions.

The use of nominative personal pronouns as subjects, their central role in discourse, and their predicative relationship with the verb are also characteristic of Uzbek fairy tale texts.

O'g'lim, senga qarab turib yig'layapman. Sen ancha katta bo'lib qolding, qo'lingdan har ish keladigan bo'ldi, otang bo'lganda sen unga yordam berarding, bechora otang tirikchilikning hasratida ketganicha dom-u daragi yo'q. Tirikmi, o'lganmi, bilmayman. Seni ko'rganda albatta quvonar edi, - debdi. Shu kuni ona-bola uzoq gaplashib, hasratlashib uyquga ketibdilar.

The words "o'g'lim" (my son) and "senga" (to you) are used in reference to a single person, with the pronoun "sen" (you) being considered the main object of the text.

The objective case form of a pronoun expressing personal deixis serves as an object in the grammatical-syntactic structure of the text and directly refers to the participant in the conversation.

Then she gave him a cloak, and said, 'As soon as you put that on you will become invisible, and you will then be able to follow the princesses wherever they go.' When the soldier heard all this good counsel, he determined to try his luck: so he went to the king, and said he was willing to undertake the task.

In this excerpt, the pronoun "she" is used as the subject, while "him" functions as the object. The personal pronoun "she" emphasizes that it was specifically "him" who was given something, indicated by the verb "give." From this, we can conclude that objects are primarily dependent on the subject. However, in the initial authorial narration, the pronoun "him," which was originally an object, transforms into the central participant in the conversation in the quoted speech, shifting the reader's attention to the pronoun "you."

To conclude, in Uzbek, as well as in English, the predicate form adjusts according to who is at the center of the conversation when narrating the speech of fairy tale characters. In most cases, deixis performs the function of identifying the central participant in the conversation.

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THE SEMANTIC AND GRAMMATICAL DYNAMICS OF REALIS AND IRREALIS IN ENGLISH AND UZBEK

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Abstract:

This thesis explores the comparative analysis of realis and irrealis categories in English and Uzbek, focusing on the grammatical structures and semantic features that distinguish these categories. Through a detailed examination of linguistic materials, the study identifies the specific grammatical indicators used in different word classes within these two languages. While the realis/irrealis indicators and their determination methods pose challenges within a single language, it is observed that similar grammeme-forming devices exist at various levels of grammar across languages. The analysis reveals how modal auxiliaries like “can” and “may” in English express overlapping yet distinct meanings, such as ability and permission, while also noting differences in usage and grammaticalization. The study also highlights the presence of realis and irrealis markers not only in verbs but also in other parts of speech, such as adverbs, conjunctions, and suffixes in Uzbek. It addresses the complex and controversial nature of the irrealis category in modern grammatical typology, referencing key studies in the field. The research further explores how the interplay between realis and irrealis categories manifests in different linguistic structures, contributing to a better understanding of these grammatical categories across languages. By considering various contexts—imperative, future tense, and negation—the study concludes that realis and irrealis indicators are not isolated, but rather interdependent, and their semantic interpretations vary significantly across different languages. Ultimately, the thesis advocates for a distinct semantic field for the irrealis category, separate from realis, suggesting that these categories are dynamic and often context-dependent, reflecting broader grammatical, lexical, and syntactic relationships. Through cross-linguistic comparisons, this work contributes to the broader understanding of how grammatical categories related to reality and unreality function in diverse languages.

Key words: Realis, irrealis, grammatical categories, modal auxiliaries, English, Uzbek, grammatical indicators, semantic fields, verb categories, morphological forms, tense, aspect, mood, negation, imperative, future tense, linguistic typology, cross-linguistic comparison, grammatical structures, semantic meaning, interdependence of categories.

By analytically approaching materials from English and Uzbek, it is possible to determine the structure of grammatical means specific to different word classes of the realis and irrealis categories through linguistic means that create a contrast of grammatical indicators. Marian Mathui points out that it is difficult to define the realis/irrealis indicators and methods for determining grammatical categories in the case of a single language [1: 367-388].

However, it is often noticeable that only grammeme-forming devices with similar meanings exist at different levels of grammar [2: 213-241].

For example, in English, *can* and *may* represent a range of mutually exclusive meanings. Thus, *can* represents the original ability (along with the meaning of permission) and *may* (more strongly grammaticalized) the original ability (along with the meaning of permission) in older, more formal, or more literary usage, and represents most epistemological possibilities. These two grammemes are included in the same basic category as modal auxiliaries, but, nevertheless, they do not create maximum contrast.

The description of realis or irrealis is not only expressed by the categories of adverb, conjunction, and verb, but sometimes also occurs depending on the suffixes of person and number. This seems to be more typical of the Uzbek language. For example, *Yolg'on bo'lsa, nega xolamning shuhrati shunchalik yoyilib ketdi* (To'xtaboyev X. *Sariq devni minib*. – B. 14).

In modern grammatical typology research, the issue of irrealis is considered complex and controversial. In the studies of V.S. Khrakovsky and R. Dixon, and A. Aikhenvald, the interaction of grammatical categories is usually understood as follows: the number of grammemes in category X varies depending on the use of the grammeme in category Y that is involved in the structure of this predication [3: 79-81; 4: 89-93; 5: 634-668].

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At the same time, the selection of grammemes of category X is carried out independently of the specific grammeme of category Y. In the application of grammemes, the use of a verb category in a sentence requires the use of another verb category in the same sentence.

This situation has also been widely compared to other distinctions, including common grammatical categories such as completion and incompleteness. For example, linguists engaged in cross-linguistic research, such as B. Comrie and O. Dall, have noted their scientific conclusions regarding the close similarity between the meanings of grammemes expressing completion and incompleteness in different languages [6: 255-287; 7: 309-328].

Efforts to include this category in a separate semantic field focus on semantic elements that already exist in the language.

Consequently, although there are separate indicators of the semantic levels of the highlighted categories, in some contexts their interdependence is evident. Realis/irrealis indicators are related to grammatical contexts that occur in different semantic domains and are united by common semantic aspects. This is also important in determining whether the information conveyed in a direct communication situation or in the communication process is real/unreal, and in determining the grammatical, lexical, and syntactic indicators of real or unreal realities. This indicates that the realis/irrealis indicators are widespread in the languages being compared. Compare: She, however, apparently had no such problems. She brushed beside him—if she had any idea of how near the edge he hovered, she'd never have dared to come so close—and bent to the stack of books and canvases, the rolls of paper and cases that held brushes and pots of paint. (Susan Law. *The Man Who Loved China*. 78-page); Surely it was primarily his air of mystery that kept her interested. (Susan Law. *The Shape of Her*. 35-page); Agar sadoqati samimiy bo'lsa, - dedi Navoiy ikkilanib, - xoqon hazratlari sinagan bo'lsalar, u taqdirda kamina uchun e'tirozga o'rin qolmaydi... (Oybek. *Navoiy*. 45-bet).

The only logical solution in this regard is to separate the category of irrealis into a separate semantic field from the realis. However, some linguists consider the irrealis category to be a separate linguistic level for the following reasons [8: 55-90; 9: 367-388]:

1) these grammemes are used in special contexts (imperative, present tense, future tense, negation) related to semantic meaning;

2) the set of contexts specific to each grammeme does not fully correspond to any semantic level. Perhaps it embodies elements of different semantic levels, such as mood, aspect, tense, and field.

It turns out that the grammemes of the realis category are contrasted with grammatical indicators and semantic expressions of different semantic levels, which are combined with the common semantic property of realis and irrealis indicators, precisely with the “irrealis” property. Thus, the category of realist becomes a “secondary” category, characterized as being determined by the “standard” forms (relationship to realist) of the verb category (inclination, aspect, tense, direction).

This is also reflected in the unusual morphological forms of the realis and irrealis markers in a number of languages. This is evident when irrealis indicators are used together with indicators of other grammatical categories, such as imperative, negative, and future tense. They represent hypothetical events according to their function. For instance:

“I was just...I was concerned that, if I didnt allow her to go out with him as I did the rest of you, well, forbidden fruit and all that.” (Susan Law, - P. 43); Ehtimol, kutilmagan vaqtda yoqalangan dushman tepa panasida so'nggi qat'iy jangga tayyorlanib, katta kuch bilan pisib yotgandir! (Oybek. *Navoiy*. 109-bet).

It is precisely the repetitive indicators that do not allow us to consider the indicators of the event related to the realis and irrealis as “clusters” of morphemes with special meaning (imperative, future, negative, etc.) depending on the context [10: 27]. On the contrary, the use of this irrealis indicator requires the definition of indicators with a clearer meaning. These views confirm the hypothesis that the realist category has an additional, explanatory feature in relation to verb categories. As noted, the realis/irrealis categories are based on other verb categories, and the realis and irrealis grammemes embody different semantic meanings. This ambiguity can occur in different ways across languages. As a result, the realis and irrealis grammemes never have a clear semantic meaning. On the contrary, depending on the division of verb forms into real and unreal categories, the semantic content of these grammemes differs in different languages.

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METAFORANING LINGVOSTLISTIK XUSUSIYATI (XOSIYAT RUSTAMOVA SHE'RIYATI MISOLIDA)

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Annotatsiya:

Maqola Xosiyat Rustamova ijodidagi metaforalar lingvostilistik jihatdan tahlilga tortilgan.

Kalit so'zlar: trop, polisemantik so'z, ekspressivlik, metafora, metonimiya.

Kirish

O'zbek tilidagi har bir unurning o'z vazifasi, ma'no doirasi, boshqa unsurlar, birliklar bilan bog'lanish qonuniyatlari mavjud. Ana shu qonunlardan mukammal boxabar bo'lgan, badii didi, so'z sezgisi va mahorati yuksak ijodkor betakror tasvir, kutilmagan, oxorli badiiy lavhalar, so'z chaqinlarini paydo qila oladiki, kitobxon adibning nafaqat g'oyasi, balki go'zal tilining asiriga aylanadi.

So'z qo'llashning san'at darajasida yoki san'at darajasida emasligini baholash uchun, eng avvalo, so'z, uning ma'nosi va bu ma'noning tuzilishini aniq tasavvur etish lozim. Albatt, so'zning qo'llanishi bilan bog'liq xolda yuzaga chiqadigan qo'shimcha ma'no nozikliklari, mazmun o'zgachaliklari turli tasvir usullari va vositalari orqali reallashishi mumkin.³ Ana shunday vositalar sifatida ko'chimlarni misol qilib keltirishimiz o'rindidir.

O'zbek tilshunosligida ko'chim turlarining uslubiy jihatlari yoritish masalasi dolzarb vazifalardan biridir. Ushbu maqolamizda metaforaning stilistik imkoniyatlari atroflicha tahlil qilingan.

Adabiyotlar tahlili

Jahon tilshunoslari tomonidan metafora va uning uslubiy xususiyatlari masalasi yuzasidan salmoqli ishlar amalga oshirilgan. Ingliz tilshunosligida Jorj Lakof metaforalarning uslubiy, badiiy, frazeologik xususiyatlarini o'rgangan eng mashhur olim hisoblanadi. Panter, Blek kabi tilshunos olimlar ham metaforlar bo'yicha bir nechta ilmiy ishlar olib borishgan.

Rus tilshunosligida O.S.Axmanova, A.E.Efimov, M.N.Kojina, D.E.Rozintal, G.L.Abramovich, N.D.Arutyunova, N.D.Bessorabova, A.P.Chudinov, V.K.Xarchenko kabi olimlarning qarashlarida o'z aksini topgan. Hatto, antik davr olimlaridan Arestotel ham o'zining "Ritorika" asarida ko'chma ma'noda qo'llangan so'zlar haqidagi o'z qarashlarini bayon qilgan.

O'zbek tilshunosligida esa ushbu masala yuzasidan prof. M.Mirtojiyev va I.Shukurov, Z.Tohirov, D.Xo'jayeva; shuningdek, prof. Sh.Rahmatullayev va R.Yunusovlar chuqur ilmiy tadqiqot ishlarini olib borishgan. G.Qobuljonova esa metafora va uning lingvistik tabiatini alohida monografik planda o'rgangan.

Tadqiqot metodologiyasi

Ushbu maqolani metodologik jihatdan tahlil qilishda tavsiflash, qiyoslash va struktur tahlil metodlaridan foydalanildi.

Tahlillar va natijalar

O'zbek tili leksik qatlamining katta qismini polisemantik so'zlar tashkil etadi. So'zni o'ziga xos kontekstda, so'zlar qurshovida ifodalash, voqelikni maxsus ta'riflash asosida troplar hosil qilinadi.

Troplar so'z ma'nolarini turli psinsp asosida ko'chirish usulidir. Ular nutqiy obraz yaratish, ekspressiv, emotsional xis-tuyg'ularni ifodalashning maxsus usullari hisoblanadi. So'z yoki so'z birikmasi turli xil prinsp asosida yangi ma'noga ko'chiriladi. Shunga ko'ra troplarning xilma-xil turlari mavjud: *metafora*, *metonimiya*, *sinekdoxa*, *epitet*, *allegoriya*, *ironiya*, *mubolag'a*, *litota* kabi.⁴

Troplarni qo'llash badiiy nutqimizda yangi mazmundagi yangi so'z birikmalarini vujudga kelishiga sabab bo'ladi. Ular orasida ekspressivlik-emotsionallikni ifodalashda eng boy va mahsuldor turlaridan biri metafora hisoblanadi.

Metafora (yn.metaphora – ko'chirish). Bir predmetning nomini boshqa predmetga bir tomondan o'xshashligini e'tiborga olib ko'chirish.⁵ Metafora leksik ma'noning taraqqiyotini ko'rsatuvchi til xodisasi bo'lib,

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³ Йулдошев М. Бадий матн ва унинг лингвопоэтик тахлили асослари. – Тошкент: Фан, 2007. – Б. 49

⁴ Abdullayev A. O'zbek tilida ekspressivlikning ifodalanishi. – Toshkent. "Fan" nashryoti. – B, 22.

⁵ A.Hojiyev. Tilshunoslik terminlarining izohli lug'ati. Toshkent, "O'zbekiston milliy ensklopediyasi" davlat ilmiy nashryoti. – B:63.

u so'zlarning ko'chgan ma'nosi asosida paydo bo'ladi. Ushbu hodisa zaminida qiyoslash natijasida aniqlangan o'xshatish g'oyasi yotadi.

Metafora nutqda ma'lum bir stilistik maqsadlar uchun xizmat qiladi. So'zlarning metaforik qo'llashning asosiy vazifasi nutqning obrazlilik, tasviriyligi va ular asosida ekspressivlik hosil qilishdir.

Ana shunday ko'chim turlarini o'z ijodida qo'llash orqali shoir va yozuvchilarimiz ularning eng go'zal, takrorlanmas va insonlar ruhiy olamini larzaga soluvchi na'munalarini hosil qilish orqali o'zining stilistik imkoniyatlarini ochib beradi. Buning yorqin ifodasini Xosiyat Rustamova ijodida ham uchratishimiz mumkin.

Shoira o'z lirikasida metaforalardan mohirona foydalangan va uning eng go'zal na'munalarini yaratgan:

Dunyo asta-sekin tushar muzidan,

Og'ochlar tushida ko'rar bargini,

Olib tashlamoqchi bo'lar ko'zidan,

Ariqlar dars ketgan ko'zoynagini.

Yuqorida keltirilgan shoiraning **"Yangi fasl"** nomli she'rining har bir misrasida metaforik birliklarni uchratishimiz mumkin. Ushbu birliklar orqali ijodkor zumrad qishning yurtimizni tark etishi va fasllar kelinchagi bo'lmish bahor faslining kirib kelishi kabi tabiat tasvirini o'z ijodida mohirona ifodalagan. **"Tushar muzidan"** metaforik birligi fe'l metafora (*metaforalar morfologik jihatdan ot metafora va fe'l metaforalarga ajratiladi*) hisoblanadi. Ushbu birlik uslubiy jihatdan qishning naqadar sovuq ekanligini ifodalash uchun qo'llanilgan. **"Ariqlar dars ketgan ko'zoynagini"** kabi metaforik birlik esa ot metafora bo'lib, stilistik jihatdan shoira ifodalamoqchi bo'lgan ma'noni aniq, tinglovchiga tushunarli shaklda aks ettirishga xizmat qilgan.

Badiiy adabiyotda metafora ko'pincha quyidagi funktsiyalarni bajaradi:

1. **Estetik** – asar tilini boyitish, she'r sifatini oshirish.

Ko'kning biqinini teshib o'tar o'q,

O'rmalab yuradi askar bulutlar.

Qochib hech qayerga yashirinmas, yo'q,

Baridan ensasi qotgan bulutlar,

Bezrayib tog'u tosh kuzatar chetdan,

O'zini yo'qotib qo'ygan samovot,

Burgut changalida qiynalib ketgan,

Oyoqlari qonga belangan hayot.

Shoiraning **"Ko'kning biqinini teshib o'tar o'q"** nomli she'rida **"Ko'kning biqini, askar bulutlar, ensasi qotgan bulutlar, bezrayib tog'u tosh kuzatar chetdan, o'zini yo'qotib qo'ygan samovot, oyoqlari qonga belangan hayot"** kabi metaforik birliklar qo'llanilgan. Ularning har biri o'ziga xos estetik vazifa bajaradi.

2. **Hissiy** – muallifning kayfiyatini yoki bahosini yetkazish.

Chiqib ketdi bir kuni shiftga,

Mittigina jonini olib.

O'zi uchun qurdi to'r osmon,

O'zi uchun hozirladi yer.

Shuncha nafis bo'larmi kafan,

Shuncha go'zal bo'ladimi she'r.

Xosiyat Rustamovaning **"O'rgimchak"** nomli she'rda **"to'r osmon, nafis kafan"** singari takrorlanmas o'xshatishlarni uchratishimiz mumkin. Ushbu birliklar ana shu vaziyatga muallifning bahosini aks ettiradi. Bunda o'rgimchakning yerni tark etib, o'zi uchun shiftda vatan qurishi va anashu vatanida vafot etishi, ya'ni shu to'r osmoni uning uchun kafan vazifasini bajarishi tasviri go'zal tasvirlangan.

3. **Kognitiv** – tanish tushunchalar orqali murakkab yoki mavhum tushunchalarni tushunishga yordam berish.

Mayda baliqlar ham yashasin ozod,

Yutib yubormasin dengiz qurg'ur och,

Butun yer yuziga taralsin shula,

Dunyo katta-kichik baliqqa muhtoj.

Faqat timsohlar bor...

Bordir akula...

[*"Otilib boryapman..."* Bebo'sh bulutlar 117-b]

Ushbu bandda **"mayda baliqlar, dengiz qurg'ur och, katta-kichik baliqlar, akula, timsoh"** kabi metaforik o'xshatishlar orqali ijodkor murakkab tushunchalarni sodda jumlar orqali ifodalashga erisha olgan. **Katta-kichik baliqlar** iborasi atrofimizdagi yaxshi insonlarni ifodalashga, **timsoh va akula** so'zlari esa yirtqich suv hayvonlari hisoblanib, uslubiy jihatdan ularga xos bo'lgan harakter orqali jamiyatimizdagi anashunday xususiyatga ega bo'lgan insonlar aks ettirilgan.

Shoira ijodida bunday go'zal metaforik misollarni ko'plab uchratishimiz mumkin:

Bulutlar – osmonga tikilgan chodir.

Shamol - nasixtago'y,

Oy esa mergan.

[“Bulutlar” 184-b]

Ishkomda uzum yig'lar,

Tashlab qo'ymas nozini.

Anor tunni qo'rqitar,

Kappa ochib og'zini.

Olma o'zini osar,

Shamol turar elanib.

Yerda yotar gilolar,

O'z qoniga belanib.

[“Ishkomda uzum yig'lar” 152-b]

Boshim uzra g'amgin shamol,

Yomg'ir bilan tushar raqs.

U o'rtanib berar savol,

Yomg'ir unga berar dars.

Boshim yig'lar soyabonsiz,

Shamol yana urar do'q.

[“Hayot” 240-b]

Nur tusha boshladi.

Ko'k tuynugidan,

Qaddini ko'tardi Yerdan dalalar.

Boychechak jilmayib Chiqdi uyidan

Ko'chaga otilib chiqdi bolalar.

[“Bahor” 205-b]

Yam-yashil darxtnar ketdilar qurib,

Chilparchin bolgisi kelar qulfnig.

Tongning yig'lagisi kelar qichqirib,

Baqirgisi kelar temur eshikning.

[“Kun botar” 208-b]

Na ariq, na ko'prik o'tadi yo'ldan,

Bejavob qoldirar savollarini,

Bilmas u oqqushlar o'g'irlab qo'ygan,

Layli daraxtlarning hayollarini.

[“Bir kun ishq yo'lida Majnun bo'lar tol” 12-b]

Yuqoridagi misollardan ko'rinib turibdiki shoira Xosiyat Rustamova metaforaning betakror na'munalarini yarata olgan qalami o'tkir ijodkordir. Har bir metafora o'ziga xos lingvostilislik vazifa bajargan. Ular she'rning ekspressivligini, emotsionalligini, ta'sir kuchini oshirishga, ijodkor nechog'lik mahorat sohibasi ekanligini ochib berishga, she'riyat ixlosmandlari qalbini larzaga solishga, ularni chuqur o'yga toldirishga hizmat qilgan.

Xulosa

Demak, Xosiyat Rustamova o'z lirikasida lingvistik birliklarning stilistik imkoniyatlarini ochib berish orqali kitobxonning xis-tuyg'ularini ifodalash, unda estetik zavq uyg'otishga erisha olgan, o'z uslubiga ega, qalami o'tkir ijodkorlardan biridir. Buni biz o'z maqolamizda metaforalarning lingvostilistik imkoniyatlarini atroflicha tahlil qilish orqali guvohi bo'ldik.

Foydalanilgan adabiyotlar ro'yxati:

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COMPARATIVE STUDY OF ENGLISH AND UZBEK SIMPLE SENTENCES: A UNIVERSAL GRAMMAR PERSPECTIVE

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Abstract:

This article examines the comparative structure of simple sentences in English and Uzbek, with a particular focus on how new model of universal grammar principles, represented by the equation (SpNs = GN), can inform the teaching of these languages. By analyzing sentences such as "I saw a dog barking," this study aims to demonstrate how the general notion (GN) and specific sentence elements (SpNs) function in both English and Uzbek, offering insights into their respective syntactic and grammatical features. The application of this model in language teaching is also discussed, highlighting how understanding sentence structures in both languages can improve teaching methods and foster better comprehension for language learners. The article explores the significance of cross-linguistic comparison and offers practical pedagogical approaches for educators.

Key words: simple sentence, UG universal grammar, specific notion, general notion, tense, aspect, word order, pedagogical approaches.

Introduction

The study of syntax and sentence structure has always been a focal point in the field of linguistics. Understanding how languages express meaning through sentence construction is critical not only for linguistic analysis but also for language teaching. Universal grammar (UG), as proposed by Noam Chomsky, suggests that all human languages share a common structural foundation (2006). This article focuses on the comparison of simple sentence structures in English and Uzbek, using the alternative model of universal grammar represented by the equation (SpNs = GN). The purpose of this comparison is to shed light on the similarities and differences between the two languages in terms of their syntactic and grammatical features and to explore how this understanding can enhance language teaching methodologies.

Theoretical Framework: Universal Grammar and the Equation (SpNs = GN): The model of universal grammar (UG) rests on the idea that all languages are governed by a set of principles that determine sentence structure. According to this model, simple sentences are comprised of general notions (GN), which refer to the overall meaning conveyed, and specific sentence elements (SpNs), which serve to express detailed aspects such as tense, aspect, or person.

The equation (SpNs = GN) reflects how specific sentence elements convey the general notion of an event. This model can be applied to both English and Uzbek, offering a comparative framework for understanding how meaning is constructed in these two languages (Haider, 2010).

English Simple Sentences: In English, simple sentences typically follow a Subject-Verb-Object (SVO) word order. This structure is crucial for understanding how English expresses meaning through the specific elements of the sentence. Using the example "I saw a dog barking," we observe the following:

1. Subject (SpNs=GN): "I": The general notion is the agent (someone who performs an action), and the specific element is "I," identifying the specific agent.
2. Verb (SpNs=GN): "Saw" past form of see: The general notion is the act of seeing (perception), and the specific element is the verb "saw," specifying that the seeing happened in the past.
3. Object (SpNs=GN): "A dog": The general notion is the category of dogs (a type of animal), and the specific element is "a dog," which refers to one particular dog in that category.
4. Verb phrase (SpNs=GN): "Barking": The general notion is the act of barking (a dog's vocalization), and the specific element is "barking," indicating the ongoing action at the time described.

In English, each element of the sentence is used to express specific details about the action, such as its tense, aspect, and the subject performing it. The general meaning (GN) remains constant, but the specific elements (SpNs) provide additional nuance to the sentence (Ural, 1996).

Uzbek Simple Sentences: Uzbek, a Turkic language, follows a Subject-Object-Verb (SOV) order. While the syntactic structure differs from English, the general principle of universal grammar holds. Let's take the Uzbek equivalent of the sentence "I saw a dog barking":

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Example in Uzbek: Men itni akkillagani ko'rdim.

Translation: "I saw a dog barking."

1. Subject (SpNs=GN): "Men" expresses the general notion is the agent (someone who performs an action), and the specific element is "Men" identifying the specific agent.
2. Object (SpNs=GN): "itni": "it" - "dog" expresses the general notion, the category of dogs (a type of animal), and the specific element is "ni" which refers to particular dog, not other animal.
3. Verb phrase (SpNs=GN): "akkilayotganini": The general notion akkilamoq is the act of barking (a dog's vocalization), and the specific element is "yotganini" indicating the ongoing action at the time described.
4. Verb (SpNs=GN): "ko'rdim" past form of ko'rmoq: The general notion "ko'rmoq -see" is the act of seeing (perception), and the specific element is the verb "ko'rdim"-"saw" specifying that the seeing happened in the past.

While the word order differs, the sentence structure in Uzbek similarly conveys the general notion (GN) and specific sentence elements (SpNs) that refine the meaning of the sentence. The past tense and the continuous action are similarly encoded in the verb forms and participles (Newmark, 2002).

Comparative Analysis and Its Role in Teaching:

Both English and Uzbek use specific sentence elements (SpNs) to convey the same general notion (GN), though they differ in how they structure sentences. English follows an SVO structure, while Uzbek uses SOV. Furthermore, while both languages mark past tense in verbs, Uzbek often incorporates subject pronouns and tense markers into a single verb, whereas English typically separates subject pronouns and verbs.

In teaching these languages, understanding the differences in syntax and verb conjugation is essential for effective language instruction. A comparative approach can help learners recognize the structural parallels between the two languages while understanding their unique syntactic features. For example, when teaching English speakers Uzbek, educators can emphasize the role of word order in Uzbek (SOV), while also illustrating how past tense is marked differently in the two languages.

The application of the universal grammar model (SpNs = GN) can also improve pedagogical practices. By focusing on the general notions (GN) and their specific sentence elements (SpNs), teachers can help students develop a deeper understanding of how meaning is structured in both languages. This approach promotes a more holistic understanding of sentence construction and can enhance learners' ability to switch between languages without losing the nuances of meaning (Baker, 2001).

Pedagogical Strategies:

1. Contrastive Analysis: Comparing English and Uzbek simple sentences allows students to see how each language conveys the same concepts in different ways. Educators can use contrastive analysis to highlight syntactic and morphological differences, thus improving students' awareness of linguistic structures.
2. Tense and Aspect Instruction: Teaching the tense and aspect systems in both languages within the context of the universal grammar model can help students grasp the subtleties of verb conjugation. For example, focusing on how English uses separate auxiliary verbs (e.g., "It is barking") compared to how Uzbek incorporates tense into the verb form (e.g., "akkilayapti") can clarify these differences.
3. Error Correction: Understanding common syntactic errors based on the differences in word order (SVO vs. SOV) can guide teachers in providing more targeted error correction during language practice sessions.

Conclusion

The comparative study of simple sentences in English and Uzbek reveals both universal and language-specific elements that shape sentence construction. By applying the model of universal grammar (SpNs = GN), language instructors can enhance their teaching methodologies, allowing students to better understand and internalize the syntactic and grammatical rules of each language. Through a comparative approach, learners can become more adept at navigating between languages while maintaining an awareness of the nuances that define each one's structure.

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METAFORIK DUNYO TASVIRI: XALQONA VA ILMIY DUNYO MANZARASI

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Annotatsiya:

Metaforalar inson tafakkuri va dunyoni idrok etish tarzining muhim qismi hisoblanadi. Xalqona va ilmiy dunyo manzaralari orasidagi farqlar ko'pincha metaforik ifodalarda aks etgan bo'ladi. Xalqona dunyoqarash – bu an'anaviy, folklor va diniy bilimlarga asoslangan tasavvurlar tizimi bo'lsa, ilmiy dunyoqarash eksperimental va dalillarga asoslangan metodologiyani qo'llaydi. Ushbu maqolada metaforik tasvirlar yordamida xalqona va ilmiy dunyo manzaralarining o'ziga xosliklari tahlil qilinadi.

Kalit so'zlar: metafora, xalqona dunyoqarash, ilmiy dunyoqarash, lingvistika, tafakkur, falsafa, tilshunoslik, kognitiv fanlar, ilmiy metafora, xalq og'zaki ijodi.

O'zbek olimi, tilshunos va adabiyotshunos Sharofiddin Yo'ldoshevning ta'kidlashicha: "Metafora - bu faqat badiiy san'at vositasi emas, balki inson tafakkurining asosi hamdir" [Yo'ldoshev, 2010, 112-bet]. Xuddi shunday, chet ellik olim Jorj Leykoff va Mark Jonson o'zlarining "Metaphors We Live By" (1980) kitobida shunday fikr bildiradilar: "Bizning fikrlash jarayonimiz metaforik strukturalarga asoslangan bo'lib, u bizning tajribamizni shakllantiradi" [Leykoff va Jonson, 1980, 3-bet].

O'zbekistonlik falsafa doktori Ahmadali Asqarov metaforalarning ijtimoiy tafakkurdagi o'rnini tadqiq qilib, ularning xalqona dunyoqarashdagi hissiy va ma'naviy ahamiyatini ta'kidlaydi [Asqarov, 2015, 87-bet].

Tadqiqot sifat jihatidan tahliliy va qiyosiy usullarga asoslanadi. Birinchidan, xalqona va ilmiy dunyoqarash doirasida ishlatiladigan asosiy metaforalar aniqlanadi. Ikkinchidan, ularning qanday qilib dunyo haqidagi tasavvurlarni shakllantirishi o'rganiladi. Ma'lumotlar xalq ertaklari, maqollar, ilmiy maqolalar va falsafiy asarlardan olingan misollar orqali tahlil qilinadi.

Rus tilshunos olimi Viktor Vinokur "Til va Tafakkur" asarida shunday yozadi: "Metafora nafaqat lingvistik hodisa, balki tafakkurning umumiy tizimida ham muhim rol o'ynaydi" [Vinokur, 1985, 67-bet]. Shu bilan birga, Nemis olimi Hans Bloomenberg o'zining "Die Lesbarkeit der Welt" (1981) kitobida metaforalar inson bilimlarining shakllanishida asosiy rol o'ynashini ta'kidlaydi [Blumenberg, 1981, 45-bet].

O'zbek tili tadqiqotchisi Gulnoza O'rozova esa metaforalarning milliy va madaniy jihatdan o'ziga xos xususiyatlarini o'rganib, ularning xalq ijodi va ilmiy tafakkurda tutgan o'rnini ko'rsatadi [O'rozova, 2018, 74-bet].

Tahlil natijalariga ko'ra, xalqona dunyoqarashdagi metaforalar odatda antropomorfik, tabiiy hodisalarni jonlantirishga moyil bo'lsa, ilmiy dunyoqarashda metaforalar ko'proq texnik va abstrakt tushunchalarni izohlash uchun ishlatiladi. Masalan, xalqona qarashlarda koinot "cheksiz daryo" yoki "ulkan daraxt" sifatida tasvirlansa, ilmiy nuqtai nazardan u "dinamik tizim" yoki "materiya energiya almashinuvi" sifatida tushuntiriladi.

Ingliz olimi Richard Dawkins "The Blind Watchmaker" (1986) kitobida tabiiy tanlanish jarayonini "soqov soatsoz" metaforasi orqali tushuntiradi, bu esa ilmiy metaforalarning qanday qilib murakkab tushunchalarni oddiylashtirishga xizmat qilishini ko'rsatadi [Dawkins, 1986, 92-bet].

Xalqona dunyo manzarasi odatda tushunarli va yaqin bo'lsa-da, u ilmiy aniqlikdan yiroq hisoblanadi. Ilmiy dunyo manzarasi esa aniqlik va ishonchlilikka ega bo'lsa ham, oddiy insonlar uchun tushunish qiyin bo'lishi mumkin. Shu sababli, metaforalar ilmiy bilimlarni ommaga yetkazishning muhim vositalaridan biridir.

Amerikalik olim Stiven Pinker "The Stuff of Thought" (2007) kitobida metaforalar til va tafakkur o'rtasidagi bog'liqlikni aks ettirishini ta'kidlaydi: "Metaforalar bizning ongimizni shakllantirish va atrof-muhitni anglash uchun kuchli vositadir" [Pinker, 2007, 154-bet].

Xulasa o'rnida shuni aytish mumkinki, metaforalar yordamida inson dunyoni idrok eta oladi va uni tushuntirishga harakat qiladi. Xalqona va ilmiy dunyo manzaralari har xil yondashuvlarga ega bo'lsa-da, ular inson tafakkurining uzviy qismi bo'lib qoladi. Kelajakda ilmiy bilimlarni kengroq ommaga yetkazishda metaforalarning samaradorligi yanada ortib borishi kutiladi.

Shuningdek, metaforalar inson tafakkurining rivojlanishiga ta'sir qiladi va tilning boyligiga katta hissa qo'shadi. Xalqona dunyoqarashda metaforalar nafaqat madaniy merosning bir qismi bo'lib, balki jamiyat tafakkurining shakllanishida ham muhim rol o'ynaydi. Ilmiy dunyoqarash esa metaforalar yordamida murakkab tushunchalarni tushunarli qila oladi va ilmiy tafakkurning rivojlanishiga yordam beradi.

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Kelajak tadqiqotlarida turli tillar va madaniyatlar kesimida metaforalarning qiyosiy tahlili amalga oshirilishi lozim. Bu esa metaforalarning kognitiv jarayonlardagi rolini chuqurroq tushunishga yordam beradi va ularni ta'lim, fan va texnologiya sohalarida samarali qo'llash imkonini yaratadi.

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PROBLEMS OF LINGUISTIC IDENTITY IN THE CONTEXT OF BILINGUALISM: MODERN RESEARCH AND PROSPECTS FOR DEVELOPMENT

*M. Tursunova*¹

Abstract:

This paper examines the problems of linguistic identity among bilinguals, its impact on personal self-determination, and language interaction. Modern research in sociolinguistics and psycholinguistics analyzes the factors influencing the formation of bilingual identity, including social conditions, cognitive processes, and cultural characteristics. The study also discusses the prospects for further research in this field, considering the development of neurolinguistics and digital technologies.

Key words: bilingualism, linguistic identity, self-determination, social conditions, neurolinguistics, digital technologies.

In the context of globalization and intensive migration processes, bilingualism is becoming increasingly widespread, necessitating the study of linguistic identity. The question of which language a person perceives as their native language, in which language they think, and what emotions they associate with each is central to sociolinguistics and psycholinguistics.

Bilingualism can arise due to natural sociocultural processes or as a result of individual choice. However, regardless of the reasons for its formation, bilingualism often raises questions of identity, especially when languages have different statuses in society. Modern research indicates that bilingual identity is not a stable category and can change under the influence of external and internal factors.

The formation of linguistic identity in the context of bilingualism is a complex and dynamic process influenced by numerous factors. Key among them are social conditions, proficiency levels in each language, emotional attachment to languages, and cultural context. According to V. Yu. Mikhaltchenko, bilinguals may feel a sense of belonging to one or more linguistic communities, largely determined by their communicative practices and life circumstances.

Among the social factors influencing bilingual identity, the role of family, the educational environment, and state language policies are particularly significant. For example, studies by T. G. Prokopenko show that children of migrants often experience an identity conflict: at home, they speak one language, while at school and in public places, they must use another. As a result, a mixed linguistic identity may develop, where both languages are equally perceived as 'native', or one language gradually becomes dominant while the other fades into the background.

Beyond social aspects, cognitive and psychological factors also play a crucial role in shaping linguistic identity. Y. A. Zalevskaya describes the phenomenon of 'linguistic schizophrenia'—a state in which bilinguals feel like different personalities when using different languages. This is because each language carries specific cultural codes, values, and behavioral models. For example, G. D. Tomakhin's research suggests that bilinguals may exhibit different communication styles depending on the language they use: one may be associated with more formal interactions, while the other encourages more emotional expression.

From a psycholinguistic perspective, bilinguals also demonstrate distinctive features in their perception and processing of linguistic information. According to studies by J. Fishman, bilinguals often engage in code-switching — the practice of mixing elements from two languages within a single conversation. This phenomenon is especially common among individuals raised in bilingual environments where both languages are used simultaneously. Some researchers view code-switching as a sign of cognitive flexibility, while others see it as an indication of linguistic uncertainty.

An interesting aspect of bilingual identity relates to diglossia — a situation where one language is perceived as more prestigious while the other is considered less significant. C. A. Ferguson noted in his research that in societies with strong diglossia, bilinguals may feel pressure from speakers of the dominant language, leading to the gradual erosion of identity associated with the less prestigious language. This process is particularly evident among migrant generations: children often transition to the majority language, losing their connection with their parents' native tongue.

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Modern research on bilingual identity also explores neurolinguistic aspects. D. Grosjean established that in bilinguals, both languages remain active even when only one is being used. This supports the hypothesis of parallel language activation in the brain, explaining bilinguals' ability to switch languages effortlessly. Advanced technologies such as functional magnetic resonance imaging (fMRI) enable in-depth exploration of these processes, opening new avenues for understanding bilingualism.

Additionally, in recent years, increasing attention has been paid to the influence of digital environments on bilingual identity. Social media, internet content, and multilingual online communities contribute to the development of hybrid forms of linguistic identity, where individuals use different languages depending on the context. Research indicates that young bilinguals often blend elements of both languages in online communication, leading to the emergence of new forms of linguistic expression.

Overall, bilingual identity is a multi-layered and evolving construct shaped by a combination of social, psychological, cognitive, and cultural factors. Modern studies provide deeper insights into the mechanisms of its formation and transformation, as well as predictions about its development in the context of globalization and digitalization.

The issue of linguistic identity in the context of bilingualism remains one of the key topics in modern linguistics. Research demonstrates that bilingual identity is shaped by various factors, including social conditions, cognitive processes, and language proficiency levels. In the context of diglossia, migration, and globalization, this process becomes particularly complex, requiring an interdisciplinary approach. The development of modern technologies, such as neurolinguistic research and the analysis of digital linguistic practices, opens new possibilities for understanding bilingual identity and its evolution in the 21st century.

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SAVDOGAR NUTQI LEKSIKASINING STRUKTURASI XUSUSIDA

B. To'raliyev ¹

Annotatsiya:

Inson ma'lum kasb-hunar doirasida faoliyat yuritir ekan, bu kasb-hunar uchun maxsus leksik birliklar ham mavjud bo'ladi. Ularni o'rganish bugungi tilshunoslikning muhim masalalaridandir. Ushbu maqolada qadimiy va murakkab sohalardan biri – savdo sohasi leksikasi va uning struktural jihatlarida fikr yuritildi.

Kalit so'zlar: savdo, struktura, sodda gaplar, evfemizmlar, qisqa va aniqlik.

Kishilik jamiyatining turli bosqichlarida savdo va uning turlari har xil shakllarda amalga oshirilgan. Dastlab savdo tovar ayirboshlash tarzida, keyinchalik ma'lum tartib-qoidalarga asoslangan ko'rinishda amalga oshirilgan. Qadimiy bozor turlariga chorva mollari va dehqonchilik mahsulotlari sotiladigan bozorlarni misol keltirish mumkin. Ushbu bozorlardagi sotuvchi, oluvchi, dallolning o'ziga xos leksikasi mavjud. Dastlab bozorlar bo'lmagan. Ijtimoiy munosabatlarning rivojlanishi natijasida keyinchalik yoyma rastalarda, xaridorni chaqirib, oldi-sotdi amalga oshirilgan. Savdo jarayoni murakkab jarayon bo'lib, sotuvchi va xaridor o'rtasida ma'lum ijtimoiy talablarga asoslangan muloqot bo'lib o'tadi. Quyidagi mol bozor sotuvchilari nutqidagi birliklarning struktural xususiyatlari haqida fikr yuritimiz.

Sotuvchi bilan xaridor tovar (mol)ning o'zlari ixtiyor qilgan narxini savdolashib turgan joylarini tark qilgunlariga qadar bir-birlariga narx taklif qilmoqlari lozimdir. Har ikkala tomon o'rtasida savdo ixtiyoriy bo'lishi kerak. Savdo-sotiqdagi ixtiyoriylikning asosi deb savdolashib turilgan joydan bir qadam boshqa joyga jilmay turib savdo shartlarini aniq kelishib olishni va shu yerning o'zida oldi-sotdi munosabatlarini bevosita sodir bo'lgan deb tushunmog'imiz lozim. Demak, savdo-sotiq qilish to'g'risida sotuvchi bilan xaridor aniq bir belgilangan joyda (bozor yoki boshqa bir o'zaro kelishilgan joyda) sodir bo'lishining zarurligini hayotning o'zi azaldan taqazo etgan[2:133]. Mol bozorda sotuvchi moliga qat'iy narx aytmasdan, savdoni so'rang-so'rangdan boshlaydi. Odatda, sotuvchi xaridor bilan savdolashish niyati borligini bildirish uchun *so'rang narx sotilmaydi* (ya'ni narxni kelishamiz degan mazmunda) tarzidagi sintaktik qurilmadan foydalanadi. Agar mijoz va sotuvchi o'rtasidagi savdo cho'zilsa, vaqt kam bo'lsa, xaridor "pitatkan joyi qancha?" (oxirgi bermoqchi bo'lgan narxingiz qancha ma'nosida) shaklidagi elliptik va dialektal gapdan foydalanadi. Agar xaridor qassoblik kasbi bilan shug'ullanadigan bo'lsa, u dastlab molning necha kilo go'sht berishi bilan qiziqadi va taxmin qilib ko'radi yoki *"Qancha qiladi?"*, *"Qancha yuki bor?"* degan savollar bilan sotuvchini sergaklantiradi. Ma'lumki, qassob molni sotib olgach, uni so'yib sotadi. Go'sht sotish jarayonida ham xaridor va sotuvchi savdolashuvi sodir bo'ladi. Savdogarlik kasbi bilan mashg'ul har bir kishidan talab qilinadigan ilk talab – xushmuomalalikdir. Xitoy xalqi: "Agar tabassumi bo'lmasa, u sotuvchi emas" – deyishadi. Ya'ni sotuvchidan ham xushmuomalik ham nutqiy madaniyat talab etiladi. Bunday vaziyatlarda sotuvchining til imkoniyatlaridan to'g'ri foydalanishi savdo jarayonining rivojlanishini ta'minlaydi. Xususan, qassob go'sht sotishda quyidagicha nutqiy dialog kuzatiladi: "Qassobchilik bilan bog'liq xaridor muomalasida ham evfemik vositalar muhim ahamiyat kasb etadi. Avvalo, go'sht do'koniga kirib borilganda, salomdan keyin, oluvchi bilan sotuvchi o'rtasida qo'llaniladigan:

– *Go'shtga baraka.*

– *Umringizga baraka.*

– *Go'sht totli bo'lsin.*

– *Totganda ma'lum bo'lsin* tarzidagi vositalar ham dialogik evfemadir. Ayrim qassoblar *qayerini beray?* (biroz qo'pol, qisman mantiqsiz) degan gaplar bilan murojaat qiladilarki, bu – xaridorning *sonini bering, orqasini bering, qovurg'asini bering, dummasini bering* tarzida javob berishga majbur qiladi. *Qayeridan beray?* savoli esa *sonidan* (*qovurg'asidan...* kabi) *bering, torting* tarzidagi qisman evfemik javob talab qiladi. *Qanday go'sht beray, suyaklimi, suyaksizmi?* degan savolga, agar suyaksiz talab qilinayotgan bo'lsa, *lahmidan* evfemasi qo'llaniladi. *Suyak beraymi?* (ba'zan suyak ham qaynatish uchun olinadi) gapini *ustuxon olasizmi?* gapi bilan almashtirish ham evfema qo'llashdir. Savdogar nutqining yana bir xususiyati ular nutqida, asosan, ta'sirchan evfemik birliklar qo'llanadi. Xaridorning *go'sht bormi?* savoliga qassobning: *go'sht yo'q, tamom bo'ldi, qolmadi* tarzida emas, balki *afsus, salgina kechikdingiz* kabi, ya'ni achinish ohangidagi bayoni ham evfemik javobdir[1:137]. Bundan tashari, qassoblar faqatgina go'sht emas, so'yilgan molning terisi, kallasi, ichaklari, qorni, oyoqlari (umumiy qilib aytganda kalla-pocha deyiladi) ni ham sotishadi. Bunday vaqtlarda ular molning

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katta ekanini, xaridor olayotgan mahsulotidan zarar ko'rmasligini *"Oling, bir qozonni obod qiladi, bir qozonni to'ldiradi"* kabi gaplar bilan ma'lum qilishadi.

Xaridor molni boqish uchun olmoqchi bo'lsa uning yoshi bilan qiziqishi va uning tishlaridan aniqlashi ham bu soha vakillariga xos odatdir. Chorvadorlar leksikasini tadqiq etgan olim Anvar Omonturdiyev ham quyidagicha fikr bildirgan: "Mol savdosi bilan bog'liq muomala jarayoni birmuncha murakkab bo'lib, o'ylab-o'ylamay aytilgan bir so'z yoki gap oluvchini ham, sotuvchini ham omad va omadsizligiga sabab bo'lishi mumkin. Avvalo, sotuvchining qimmat aytishi, oluvchining arzon so'rashi bozor muomalasining o'ziga xos xususiyatidir. Odatda, oluvchi sotuvchidan molning narxini so'raydi, sotuvchi molning narxini birdaniga *"faloncha"* yoki *"buncha"* deb qimmat aytib, xaridorni cho'chitib qo'yimaslik maqsadida: *o'zingiz so'rang, o'zingiz ayting, o'zingiz tilang, qanchaga olasiz, qancha berasiz, qanchaga so'raysiz, epga keltirib so'rang* kabi evfemik xarakterdagi gaplardan foydalanadi" [1:134]. Xaridor molni sotib olish uchun bir narx aytishga shoshilmasdan *"chiqqan narxi qancha"* (*o'zidan oldingi xaridorning taklif qilgan narxi*) deya qiziqib ko'radi. O'zidan oldin qilingan savdoga qarab narx taklif qiladi. Sotuvchi sotayotgan molining sifatini ta'riflash uchun "Aka, molning tishi butun", "Bu egizning tiri/uchchamning tiri" (chorvachilikda birdaniga ikkita yoki uchta tug'ilgan to'l – qo'zi yoki uloq ulg'aygach, ikkita yoki uchta tug'adi degan qarash bor va bu asosli fikr), "bergan narsangizni yeyveradi, nishxurd chiqarmaydi ya'ni qoldiq qoldirmaydi ma'nosida"; molning mahalliy iqlimga chidamliligini bildirish uchun *"jaydari/joydori mol"* qolipidagi sifatlardan foydalanadi.

Keltirilgan misollar strukturasi sodda yig'iq gaplardan iborat bo'lib, savdoda aniq va qisqa gap qurilmalaridan foydalanish ko'proq kuzatiladi. Bunga sabab sifatida savdoning tez kechishi va savdoda so'zlashuv uslubi birlamchi ekanligi aytish mumkin. Agar oluvchi narxni qayta-qayta so'rayversa, sotuvchi bir narx aytishdan tiyilib *"Sizdan oldin savdo qilganlar bunchaga so'radi"*, *"Oxirgi chiqqan narxi shuncha bo'ldi"*, *"Oxiri falonchi so'mda to'xtadi"*, *"Falonchi so'mga bermadik"* singari qurilmalar orqali o'z maqsadini bildiradi. "Agar sotuvchi xushmuomala bo'lsa, savdosi kelishmaganda ham: Mol olishga kelganmisiz o'zi? Molni bilasizmi? Hech mol olib ko'rganmisiz? Siz ololmaysiz! Mol olish qo'lingizdan kelmas ekan kabi dag'al disfemik gaplar o'rnida: *biroz savdomiz kelishmay turibdi; mayli, xohishingiz; mana bozor, bir aylanib ko'ring; balki hali yana uchrasharmiz; savdomiz kelishib qolar* kabi evfemik vositalarni qo'llaydi. Savdo jarayoni bunday nutqiy muomalani oluvchidan ham talab qiladi. Qimmat, narxini oshirib aytayapsiz gapi o'rniga xaridor: *biroz tushing, balandlab ketdingiz, shekilli; olislab ketdingiz, baland aytdingiz, oshib ketdi, nazrimda* kabi yumshoq iboralarni qo'llaydi" [1:135]. Agar shunday jumalardan keyin ham kelishuv amalga oshmasa, sotuvchilar: *insof bilan so'rang-da, akajon (ukajon, tog'ajon, amaki), ozroq chiqing, biror nima qo'shing, hali ozroq bor, hali mol narxiga yetmadingiz* kabi qoliplashgan murojaatlardan foydalanishdi. Mijoz bunday vaqtda *xayr barokasi uchun biror narsa o'ting; chek pulisini o'tib bering; yo'l pulisini (moshin pulini, odatda) o'tib bering; bering endi baraka topay; odamdand mol qadrli emas* kabi sintaktik qurilmalarni ishlatadi. Yuqoridagi misollar tarkibida qarindoshlikni ifodalovchi undovlar faol ishlatilgan. Undovlarni ishlatishdan maqsad mijozni o'ziga yaqin tutish, unga xayrixoh ekanligini sezdirish, u bilan oldi-sotdi qilish istagi borligini bildirishdir. Mol bozor sotuvchilarining boshqa bozorlar sotuvchilaridan yana bir farqli jihati unda asosan erkaklarning savdo qilishidir. Shu sababdan ham ishlatiladigan iboralar, leksemalar gender jihatdan farqlanadi. Gaplar qisqa va aniq bo'ladi. "Odatda, savdo bitimi – oldi-sotdidagi kelishuv bor baraka qilindi, barakasi berildi, shirinkoma berildi, qo'l tashlandi, qo'l olindi, lafz qimmat, va'da vafosi bilan kabi evfemik iboralari orqali anglashiladi. Har ikki tomon nutqida ham bir-biriga nisbatan: baraka toping, to'ylaringizga ketsin, yaxshi kunlaringizga buyursin kabi olqish vositalari qo'llaniladi" [1:135]. Qolaversa, moldan baraka toping, puldan baraka toping, yaxshilikka ishlatig, yaxshilikka xizmat qilsin kabi tilaklar ham ishlatiladi.

Bunday qoliplashgan maqtovlarning doimo ishlatilishi e'tiqodiy qarashlar bilan bog'liqdir. Ya'ni har ikkala tomon ham bir-biriga olgan mol va pullarini yaxshi kunlarga sarflashni tilaydi. Yuqoridagi misollar strukturasi va semantikasidan shunday xulosa qilish mumkinki, savdo jarayoni qizg'in va qisqa vaqt talab qiladigan jarayon bo'lganligi uchun foydalaniladigan birliklar, asosan, sodda gaplar, iboralar, odat tusiga kirib ulgurgan so'z gaplardan tashkil topadi. Sotuvchilar nutqida qo'shma gaplardan deyarli foydalanilmaydi.

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O'ZBEK TILIDAN NEMIS TILIGA BILVOSITA VA BEVOSITA TARJIMANING O'ZIGA XOS XUSUSIYATLARI TO'G'RSIDA

B. Berdialiyev ¹

Annotatsiya:

Ushbu tezis o'zbek tilidan nemis tiliga badiiy matn tarjimasini jarayonida yuzaga keladigan o'ziga xosliklar to'g'risida bo'lib, Abdulla Qodiriyning "O'tkan kunlar" romanining nemis tiliga tarjimasini misolida yoritildi.

Kalit so'zlar: badiiy tarjima, bevosita va bilvosita, tarjima turlari, madaniy o'ziga xoslik, xos so'zlar va realiyalar.

Badiiy tarjimaning o'ziga xos xususiyatlari aslyat va tarjima tili xalqlarining madaniy o'ziga xosliklari, xalqlarning milliyliklari, urf-odatlar, ana-nalari hamda diniy va milliy qadriyatlarida namoyon bo'ladi. Bularni asosan milliy so'zlar, realiyalar, xos so'zlar, maqol va matallar hamda xalq og'zaki ijodi namunalari til birliklarida yaqqol ko'rishimiz mumkin.

Bevosita tarjima bu to'g'ridan-to'g'ri aslyat matni bilan ishlash natijasida yuzaga keladigan tarjima. Bevosita tarjimada tarjimonning aslyat tilini bilishi talab etiladi. Bilvosita tarjimada tarjimon aslyat tilidan ikkinchi tilga o'girilgan matn asosida uchunchi bir tilga ag'daradi. Ya'ni tarjimadan tarjima amalga oshiriladi. Natijada birinchi tarjima jarayonidagi kamchiliklar uchunchi tilga o'tishi oqibatida tarjima sifati pasayib boradi. Shunday ekan bevosita tarjimaning ahamiyati juda katta hisoblanadi. Shuning uchun ham qadimda buyuk asarlar tarjimasini amalga oshirish maqsadida tarjimonlar juda ko'p vaqt sarf qilsalarda aslyat tilini va usha xalq madaniyatini mukammal o'rganishgan va keyin tarjimini amalga oshirishgan.

O'zbek badiiy adabiyoti namunalaridan nemis tiliga tarjima ishlarining aksariyati bilvosita, ko'pincha rus tili orqali amalga oshirilgan. Shuningdek, ularni rus tili orqali o'zbek kitobxonlariga yetkazish yo'lida ijod qilayotgan tarjimonlarning sarmashaqqat mehnatlarini e'tirof etgan holda bilvosita tarjima aslyatdagi boy badiiy semantik-stilistik ifodadorlikni to'lig'icha o'zbek kitobxonlariga etkaza olmayotganligi ham haqiqatdir. Shu sababdan nemis va rus tillarini chuqur o'rgangan tadqiqotchilar, tarjimonlar tayyorlash bugungi tarjima sohasining dolzarb masalalaridan biri bo'lib turibdi.

Tadqiqot ishi obyektini sifatida A.Qodiriyning "O'tkan kunlar" romani aslyat matni, asarning L.Bart va V.Smirnovlar tarjimasidagi ruscha matni (Кадыри А., Минувшие дни. Роман. [Пер. с узбек. Л. Бать и В. Смирновой. Вступит. Статья И.Султанова, с. 5-23] – Ташкент, Гослитиздат УзССР, 1958. – 374 с.), nemis tarjimoni Arno Shpext tomonidan bilvosita (rus tilidan amalga oshirilgan) nemischa tarjimasini (Kadiri A., Die Liebenden von Taschkent. / Aus dem Russischen von Arno Specht. – Berlin, Im Verlag Kultur und Fortschritt, 1968. 361 s.) hamda Barno Aripovaning aslyatdan foydalangan holda Arno Shpext tarjimasining qayta ishlangan nashridan foydalanildi. Asar Arno Shpext tomonidan ilk bor bilvosita, ya'ni rus tilidagi tarjimadan nemis tiliga o'girilgan va 1968-yilda "Die Liebenden von Taschkent" (tarjimasini: toshkentlik sevimliklari) nomi bilan Berlinda chop etilgan. 2020-yilga kelib esa asli tojikistonlik olimi Humboldt universiteti dotsenti Barno Aripova Arno Shpext tarjimasini aslyatdan foydalanilgan holda qayta ishladi va qayta nashr ettirdi. Ya'ni Barno Aripova o'z ishini mustaqil tarjima deb atamadi, balki Arno Shpext tarjimasini "aslyatdan foydalangan holda qayta ishlandi" deb atadi (Qodiri A., 2020;1). Shunday bo'lsada, biz ushbu tadqiqot ishimizda ikkala nashrni qiyoslash natijasida, qator muhim farqlar mavjudligini inobatga olib "tarjimalar" deb atashga qaror qildik. Barno Aripova tarjimasida aslyatdan foydalanilganlik, ya'ni bevosita tarjima jarayonining ta'siri yaqqol namoyon bo'lgan. Bunda ikki tarjima orasidagi farqni nafaqat til hodisalaridagi farqlarni balki, muallifning g'oyasini to'laqonli yetkazib berilishida ham ko'rishimiz mumkin. Masalan, Arno Shpext tarjimasida muallifning inqilobiy g'oyasini ifodalovchi qaxramonlarning ayrim suhbatlari tushirib qoldirilgan. Shuningdek, asrning birinchi bo'limidagi muallifga tegishli "Yozg'uchidan" nomli kirish so'zi va so'ngso'zlar ham Arno Shpext tarjimasidan tushirib qoldirilgan. Shuningdek, uchunchi bo'limdagi "Qipchoqqa qirg'in" bobining oxirida rus bosqiniga qarshi aytilgan muallifning achchiq gaplari ham mavjud emas. Bunday tushirib qoldirishlarga o'sha davrdagi siyosiy-mafkuraviy senzura sabab bo'lganligini tushunish mumkin. Asarning B.Aripova tarjimasida esa bu kamchiliklarning barchasi tuzatilgan. Bundan tashqari tarixiy so'zlar, realiyalar va milliy so'zlarning Arno Shpext tarjimasida berilishida rus tilining ta'siri yaqqol seziladi.

Yuqorida sanab o'tilgan tarjima ishlari kuzatish natijasida shunday xulosa qilish mumkinki, aslyatdan bevosita boshqa tilga tarjima ikkala tilda ham yuqori darajada tajribaga ega bo'lgan va aslyat tili sohiblari tarixi,

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dini, kundalik hayot tarzi, madaniyati va urf-odatlaridan yaxshi xabardor bo'lgan tarjimon tomonidan amalga oshirilishi tarjimaning yanada mukammal bo'lishiga olib keladi. Asliyat tili xalqlari tarixini yaxshi bilmagan tarjimon bilvosita yoki bevosita tarjimada bo'lsin ma'lum xatolarga yo'l qo'yishi mumkin. Fikrimizning dalili sifatida quyidagi bir holatga e'tiboringizni qaratmoqchimiz. Arno Shpext tarjimasida "Boburnoma"ga quyidagicha izoh berilgan: "Memorien des indischen Herschers Babur" (so'zma-so'z tarjimasi: Hind hukmdori Boburning xotiralari). Nemis tilidagi "indisch" sifatini ikki ma'nosi mavjud bo'lib, birinchisi insonning qaysi millatga mansubligini anglatga, ikkinchisi biror mamlakat fuqaroligini bildiradi. Demak Arno Shpext tomonidan "Boburnoma"ga berilgan izohni Zahiriddin Muhammad Bobur tarixini yaxshi bilmagan nemis o'quvchilari buni "hind millatiga mansub Bobur ismli hukmdor" sifatida yoki "Hindistonlik Bobur ismli hukmdor" deb tushunadi. Natijada Boburning aslida kim ekanligi o'quvchiga qorong'uligicha qoladi. Bu holat Barno Aripova tomonidan quyidagicha izoh berish orqali tuzatilgan: "Babur-name: Memorien des in Andijan geborenen Begründers des indischen Mogulnreiches Babur (1483-1530)" (tarjimasi: hind-mo'g'ul davlati asoschisi andijonlik (Andijonda tug'ilgan) Boburning kundaligi).

Bilvosita tarjimaning yana bir xususiyati shundaki, birinchi tarjimada yo'l qoyilgan kamchiliklar keyingi bilvosita tarjimada ham takrorlanadi. Ko'p hollarda maqollar, iboralar va boshqa frazeologik birliklar vosita tilga ham shunchaki so'zma-so'z o'girilgan bo'lsa bilvosita tarjimada uchunchi talga ham so'zma-so'z tarjima bilan kifoyalaniladi. Masalan, asliyatdagi "Yurgan daryo, o'ltirgan bo'yro emish" (Qodiriy A., 2018;15) rus tiliga "Кто шагает – подобен реке, кто сиднем сидит – подобен циновке" (Кадыри А., 1958;36) shaklida tarjima qilingan bo'lsa, nemis tarjimoni A.Shpext tomonidan ushbu maqol "Wer vorwärtsschreitet, gleicht dem Fluß, wer zu Hause hockt, der Bastmatte" (Kodiri A., 1968;14) shaklida so'zma-so'z o'girgan.

Yana shuni ta'kidlash lozimki, o'zbek va nemis tillari grammatik tuzilish jihatidan farqlanadi. Bu omil ham tarjima jarayonida ma'lum qiyinchiliklar tug'dirishi mumkin. O'zbek tilida gap tuzilishi erkin, lekin ko'pincha sodda va ravon bo'ladi. Nemis tilida esa gap tuzilishi ko'pincha ancha murakkab va rasmiyroq bo'lishi mumkin.

Shuningdek, etiket qoidalari ham muhim ahamiyatga ega. O'zbek tilida odatda hurmatli va muloyim formada so'zlash mavjud, bu ayniqsa, kattalarga murojaat qilishda muhim. Nemis tilida ham shunday hurmatli forma mavjud, ammo uning ishlatilishi o'zbek tilidagidan farq qilishi mumkin. Masalan, o'zbeklarda yoshi kattalarga nisbatan, shuningdek, o'zbek oilasida ota-onaga hamda yoshi katta oila a'zolariga nisbatan siz deb murojaat qilinadi. Nemislarda esa ota-onaga hamda yoshi katta oila a'zolariga nisbatan odatda sen deb murojaat qilinadi. Siz hurmat formasi odatda notanish bo'lgan shaxslarga nisbatan ishlatiladi.

Bundan tashqari muayyan iboralar yoki so'zlar ikkala tilda turlicha tushunilishi mumkin. Lug'at boyligi va sinonimlar ham tarjimada ma'lum qiyinchiliklarni keltirib chiqarishi mumkin. O'zbek tilida bir so'zning ko'plab sinonimlari bo'lishi mumkin, ularning barchasini ham nemis tiliga to'g'ri tarjima qilish mumkin emas. Shuning uchun kontekstga muvofiq to'g'ri variantni tanlash zarur bo'ladi. Masalan, o'zbek tilidagi "Xudo xayrini bersin" iborasi nemis tiliga "Got sei Dank" (tarjimasi: Xudoga shukur) iborasi bilan berilgan (Kodiri, 1968, 132).

Shuningdek, o'zbek tili kirill yoki lotin alifbosidan foydalanadi, nemis tili esa lotin alifbosidan foydalanadi. Shuning uchun ba'zi so'zlarning talaffuzi va yozilishida muammolar tug'ilishi mumkin. Masalan, *taqsir* so'zi rus tili orqali tarjima ta'sirida *taksyr* ko'rinishida o'girilgan bo'lsa, bevosita tarjimada *taqsir* ko'rinishida saqlangan.

Xulosa qilib shuni aytish mumkinki, bevosita o'zbek tilidan to'g'ridan-to'g'ri nemis tiliga tarjima qilishda to'g'ridan-to'g'ri lingvistik bog'lanish ta'minlanadi. Bunda ikki tildagi grammatik, leksik va sintaktik farqlarni hisobga olish juda muhimdir. Bunday tarjimada tarjimon har ikkala tilning xususiyatlarini yaxshi bilishi kerak. Shuningdek, madaniy moslashuv ham bevosita tarjima jarayonida qiyinchilik tug'diradigan omil hisoblanadi. Tarjimon o'zbek va nemis madaniyatlari o'rtasidagi farqlarni hisobga olish zarur. Bu tarjimada madaniy elementlarni to'g'ri ifodalash, shevalarni yoki madaniy konnotatsiyalarni mos ravishda tarjima qilishni talab qiladi. Bilvosita tarjimaning asosiy xususiyatlaridan biri tarjimaning ikkilamchi til orqali tarjima amalga oshirilishidir. Matn avval bir tilga tarjima qilinadi va keyinchalik nemis tiliga o'giriladi. Bu jarayonda har bir bosqichda ma'no o'zgarishi yoki yo'qolishi mumkin, chunki har bir til o'ziga xos ma'no va ifoda usullariga ega. Bevosita tarjima o'zbek tilidan nemis tiliga o'g'irishda aniqroq va ishonchli natijalarni taqdim etadi, chunki bu usulda ma'no va kontekst to'g'ridan-to'g'ri saqlanadi. Bilvosita tarjima esa zaruriyatga qarab qo'llaniladi, ammo bunda ma'no o'zgarishi va xatolar xavfi yuqoriroq bo'lishi mumkin.

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SINXRON TARJIMANING KONFERENSIYALARDA UCHRAYDIGAN QIYINCHILIKLARI

P. Tuychiyeva¹

Annotatsiya:

Ushbu maqolada xalqaro konferensiyalarda keng qo'llaniladigan sinxron tarjima jarayoni va unga xos muammolar tahlil qilinadi. Sinxron tarjimonlarning yuqori til bilimlari va professional tayyorgarlik talab etilishi, katta psixologik bosim ostida ishlash zarurati, texnik muammolar, bir necha tilni bilish, kontekstni to'g'ri anglash kabi asosiy qiyinchiliklarga e'tibor qaratiladi. Shuningdek, sinxron tarjimaning samaradorligini oshirish uchun maxsus uskunalar, tayyorgarlik va professional ko'nikmalar muhimligi ta'kidlanadi. Maqola sinxron tarjima amaliyoti bilan shug'ullanayotgan mutaxassislar uchun foydali bo'lishi mumkin.

Kalit so'zlar: konferensiya, sinxron tarjima, qiyinchiliklar, uskunalar, kontekst, til, maxsus bo'linma.

Sinxron tarjima– xalqaro konferensiyalarda keng qo'llaniladigan tarjimaning bir turi hisoblanadi. Ushbu shaklda tarjimon ma'ruzachi gapirayotganda tarjima qiladi va ishtirokchilarga maqsadli tildagi tarkibni deyarli nol kechikish bilan eshitish imkonini beradi. Ushbu tezkorlik xalqaro konferensiyalar uchun juda muhim, chunki u til to'siqlarini yo'q qilishi, ko'p tilli muloqotni ta'minlashi va uchrashuvlarning samaradorligini oshirishi mumkin.

Sinxron tarjima xalqaro konferensiyalarda muhim o'rin tutsa-da, amaliyotda u ko'plab muammolarga ham duch keladi. Birinchidan, tarjimonlardan juda yuqori til bilimi va professional bilim talab etiladi. Yuqori darajadagi tarjimonlar nafaqat mustahkam til poydevoriga ega bo'lishlari kerak, balki turli sohalardagi professional terminologiyani tez tushunish va to'g'ri tarjima qilishlari kerak, bu ko'pincha uzoq muddatli ma'lumot to'plash va professional tayyorgarlikni talab qiladi.

Ikkinchidan, sinxron tarjimon tarjimondan katta psixologik bosim ostida ishlashini talab qiladi. Ma'ruzachi gapirayotganda tarjima qilish zaruratidan kelib chiqqan holda, tarjimonning yengish qobiliyati va psixologik fazilatlar yaxshi bo'lishi kerak. Ko'p miqdordagi ma'lumot va murakkab tarkib mavjud bo'lgan vaziyatlarda tarjimonlar charchoq va tashvishlanishga moyil bo'lib, bu tarjima sifatiga ta'sir qilishi mumkin.

Sinxron tarjimonlar, odatda, maxsus uskunalar yordamida, tinglovchilarga ma'ruzachining so'zlarini boshqa tilga tarjima qilib yetkazadilar. Bu jarayon odatda, ikki yoki undan ortiq tilni biladigan professional tarjimonlar tomonidan amalga oshiriladi. Bundan tashqari sinxron tarjima jarayonida tarjimonlarga tarjima qilish uchun bir necha uskunalar kerak bo'lib, bular:

- quloqchinlar va mikrofonlar — tinglovchilar uchun audio ma'lumotlarni uzatish, tarjimonlar esa mikrofon orqali o'z tarjimalarini taqdim etadilar.
- tarjima kabineti — tarjimonlar uchun maxsus xona yoki bo'linma, u yerda ular ma'ruzani tinglab, uni real vaqt rejimida tarjima qilishadi.
- translyatsiya tizimlari — audio va video signalini barcha tinglovchilarga uzatishga imkon beradi.

Sinxron tarjima odatda yirik xalqaro konferensiyalar, seminarlar, simpoziumlar yoki yig'ilishlar uchun qo'llaniladi. Bu, ishtirokchilarga o'z tillarida ma'ruzalarni tushunish imkonini yaratadi, hatto ular ma'ruzachi bilan boshqa tilda gaplashayotgan bo'lsa ham.

Konferensiya davomida sinxron tarjimonlar bir nechta muammolarga duch kelishi mumkin vaholanki bu muammolarni yechishga tarjimon o'z mahoratiga tayanadi. Ularning asosiy qiyinchiliklari quyidagilardan iborat:

1. Muloqotning tezligi va murakkabligi. Ba'zan ma'ruzachilar juda tez gapiradilar yoki juda murakkab iboralar ishlatadilar. Bu holat tarjimonning real vaqt rejimida aniq va to'liq tarjima qilishiga qiyinchiliklar tug'diradi. Buni yechimi esa tarjimonlar yaxshi tayyorgarlik ko'rgan bo'lishi, ma'ruzachi va tarjimon o'rtasida oldindan kelishuv va ba'zan yozma materiallarni oldindan olish muhimdir.
2. Texnik muammolar. Sinxron tarjima uskunolari (mikrofonlar, quloqchinlar, translyatsiya tizimlari) ishlamas yoki nosoz bo'lsa, tarjimonlar va tinglovchilar uchun katta qiyinchilik tug'diradi. Shuning uchun yaxshi texnik jamoa va zaxira uskunalarining mavjudligi muhim. Tarjimonlar va texnik jamoa o'rtasidagi yaxshi koordinatsiya ham zarur.

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3. Bir necha tillarni bilish. Ko'p tilli konferensiyalarda, ba'zan tarjimonlar bir nechta tilda tarjima qilishga majbur bo'lishadi. Bu holat, har bir til uchun o'ziga xos uslub va leksikani talab qiladi va bu, tez-tez sinxron tarjima qilishni yanada murakkablashtiradi. Bunda maxsus treninglar va aniq tilda tarjima qilish bo'yicha yuqori malakali tarjimonlarni jalb etish zarur.

4. Kontekstni tushunish. Ma'ruzachilar tez-tez murakkab yoki ixtisoslashgan mavzularni muhokama qilganda, tarjimonlarga to'g'ri kontekstni tushunish va mos tarzda tarjima qilish qiyin bo'lishi mumkin. Tarjimonlar konferensiya mavzusi bo'yicha oldindan tayyorgarlik ko'rishlari kerak. Har qanday texnik yoki ilmiy terminlar bo'yicha ma'lumotlar oldindan taqdim etilishi zarur.

5. Duygusal yoki notekis gaplashish uslubi. Ba'zi ma'ruzachilar o'z nutqlarida juda tez, juda sekin yoki harakatli gapiradilar. Bunday holatlar, sinxron tarjimonni yodda ushlab, to'g'ri va aniq tarjima qilishga qiyinchiliklar tug'dirishi mumkin. Bunda hollarda tarjimonlar dinamik va adaptiv bo'lishlari kerak. Ular o'zlariga qulay bo'lgan turli uslub va tezliklarga tezda moslasha olishlari zarur.

6. Konsentratsiyaning yuqori darajada saqlanishi. Sinxron tarjima jismoniy va ruhiy jihatdan juda yomon holatga olib kelishi mumkin, chunki tarjimonlar uzoq vaqt davomida e'tiborlarini jamlashlari va yuqori darajada diqqatni saqlashlari kerak. Shunday hollarda tarjimonlar va texnik jamoa uchun etarli tanaffuslar va dam olish vaqtlarini ta'minlash muhimdir. Konferensiya davomida yaxshi jismoniy va ruhiy holatni saqlash uchun etarli tayyorgarlik zarur.

7. Tinglovchilarning madaniy va til kontekstlari. Konferensiyalarda ishtirok etayotgan auditoriya turli madaniyat va tillarga ega bo'lishi mumkin. Ba'zi iboralar yoki hazillar noto'g'ri yoki noqulay tarzda tarjima qilinishi mumkin. Tarjimonlar o'z auditoriyasining madaniy xususiyatlarini va tilga xos nuanslarni tushunishga harakat qilishlari kerak.

Xulosa qilib shuni aytish kerakki sinxron tarjima — bu yuqori malaka va tajribani talab qiladigan murakkab jarayon, va tarjimonlar uchun barcha yuqoridagi qiyinchiliklarni yengish, samarali tarjima qilishga yordam beradigan muhim omillardir.

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TALABALARNING FAOLIGINI OSHIRISHDA HAZL VA HIKOYALARNING ROLI

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Ushbu maqola ingliz tili va boshqa fanlarni o'rganishda talabalarda uchraydigan turli ko'rinishdagi qiyinchiliklarni har xil hazl va hikoyalar bilan osonlashtirish metodi va bu usulning talabalarning ta'lim yo'lida to'qnashishi mumkin bo'lgan to'siqlarni qanchalik osonlashtirishi haqida ma'lumot beradi.

Kalit so'zlar: Talabalar faolligi, Hazl, Hikoyalar, Motivatsiya, Stressni kamaytirish, Diqqatni jalb qilish, O'quv jarayoni, O'zaro aloqalar, Ijodiy fikrlash, Faol ishtirok.

Maqolada hazl va hikoyalar ta'lim jarayonida talabalarning motivatsiyasini oshirish, stressini kamaytirish, diqqatini jalb qilish va ularni faollashtirishda qanday yordam berishi haqida muhokama qilinadi. Hazl va hikoyalar o'qituvchi va talabalar o'rtasidagi o'zaro munosabatlarni mustahkamlash, o'rgatish materiallarini qiziqarli va tushunarli tarzda taqdim etish, hamda talabalarning ijodiy fikrlashlarini rivojlantirishda muhim vosita sifatida ko'rib chiqiladi. Shuningdek ushbu maqolada, bu usullarni darslarda qanday qo'llash mumkinligi ham tushuntirib o'tiladi. Umuman olganda, bu maqola fanlarning o'rganilishdagi murakkabliklardan o'tish maqsadida o'qituvchilar va o'rganuvchilarga foydali manba bo'lib xizmat qiladi.

Ta'limda o'qituvchilarning asosiy vazifalaridan biri - dars davomida talabalarning faolligini oshirishga qaratiladi. Talabalarda faollik hissi bo'lsa ularning bilim olish darajasi yanada samarali va natijali bo'ladi. Shu sababli o'qituvchilar darslarini yanada qiziqarli va interaktiv usullar orqali tashkil qilishga harakat qilishadi va bu usullar orasida hazl va hikoya usuli alohida ahamiyat kasb etadi. Bu usul o'qituvchining darsga bo'lgan yondashuvini yengillashtiradi, chunki o'quvchilarni darsga jalb qilish va darsga bo'lgan qiziqishini oshirishda yaxshigina qo'l keladi. Masalan, hikoyalar yangi mavzuni talabalarga yanada oson yetkazishda yordam beradi va bu yo'l orqali o'qituvchi murakkab tushunchalarni ham oddiy va qiziqarli shaklda taqdim etishi mumkin.

Hazlning talabalar faoliyatini oshirishdagi ahamiyati. Hazl bir qismiga aylangan dars jarayonining natijasi boshqlariga nisbatan sezilarli darajada yuqori bo'ladi. Sababi bu usul eng dolzarb muammolardan biri bo'lgan o'qituvchi va talaba o'rtasidagi o'zaro munosabatga oqilona yechim bo'la oladi. Bu usul quyidagi holatlarda juda qo'l keladi:

- Stressni kamaytiradi: O'qish va o'rganishda, umuman olganda, dars davomida talabalar eng ko'p duch keladigan muammolardan biri bu - stress deb qaraladi. Hazl esa talabalar o'zlarini erkin his qilishlariga qaysidir ma'noda yordam beradi. Bu ularning o'rganish davomida diqqatini bir joyga jamlashga eng qulay usul hisoblanadi.

- Motivatsiyani oshiradi: Qarshisida hazl-mutoyibali o'qituvchini ko'rgan talabalar darsga yanada e'tibor bera boshlashadi. Turli xil hazllardan zavqlangan o'quvchilar yanada faol va so'zlarini ifodalashda ya'nada erkin bo'lish imkoniyatiga ega bo'ladi va bu ular uchun eng katta motivatsiya bo'lib xizmat qiladi.

- O'rganish jarayonini yengillashtiradi: Hazl yordamida o'rganilayotgan materiallar o'quvchilarga ko'proq ma'lumot eslab qolishda qo'l keladi, sababi o'qituvchilar talabalarning his-tuyg'ulariga ta'sir qila oladi va bu ma'lumotlar xotirada uzoq vaqt qolishini ham ta'minlaydi.

- Diqqatni jalb qilish: Dars davomida eng qiyin bo'lgan faoliyat bu - o'quvchilarning diqqatini uzoq vaqt davomida saqlab qolish hisoblanadi. Hazl esa yangi mavzu yoki murakkab kontentni o'qituvchilar tushuntirishda o'quvchilarni jalb qilishda yordam beradi.

Hikoyalarning talabalar faolligini oshirishdagi ahamiyati. Ta'lim jarayonida foydalaniladigan ajoyib vositalardan yana biri bu hikoyalar bo'lib, ular talabalarni darsga qiziqishini oshirishga yordam beradi. Hikoyalar quyidagi jihatlari bilan talabalarga ijobiy ta'sir ko'rsatadi.

- Emotsional aloqani yaratadi: O'rganilayotgan materialga emotsional aloqani yaratish imkonini beruvchi eng qulay vositalardan biri bu - Hikoya. Talabalar hikoyani tinglash davomida mavzuga aloqador vaziyatning ma'lum qismini tasavvurlarida jonlantirishadi va o'z reaksiyalarini bildirishadi. Bu esa o'z o'rnida mavzuni oson va uzoq vaqt davomida eslab qolishlariga katta yordam bo'ladi.

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- Murakkab mavzularni oddiylashtiradi: Murakkab yoki abstract mavzularni hikoya ko'rinishida taqdim etish o'quvchilar uchun yanada tushunarli bo'ladi. Hikoya yordamida har qanday mavzuni o'quvchilar tasavvurida osongina jonlantirish mumkin va bu ularga yangi mavzuga bo'lgan qiziqishni ham oshiradi.

- Tushunishni yaxshilaydi: Hikoyalar ta'lim materilallarini hayotiy misollar yoki qiziqishlari bilan bog'lashga va shu orqali tushunishni yaxshilashga juda katta yordam beradi.

- Jamoaviy munosabatlarni rivojlantiradi: Guruhlarda ishlashda, talabalar orasida jamoaviy munosabatlarni rivojlantirishda ham hikoyalar katta ahamiyatga ega. Hikoyalarni tinglash va muhokama qilish, talabalar o'rtasida ijtimoiy aloqalarni kuchaytiradi, bu esa ularning jamoaviy munosabatlarda faol ishtirokini oshirishga yordam beradi.

- Kreativlikni rivojlantiradi: Hikoyani o'qish yoxud tinglash talabalarni ijodiy fikrlashga undaydi. O'quvchilar turli xil hikoyalarni eshitishi orqali o'zidagi kreativlik qobiliyatini ham rivojlantirib boradi va yangi g'oyalar egasiga aylanadi.

- Hazl va Hikoyalarni darsning boshlanishida qo'llash: Dars avvalida qisqacha hazl yoki hikoya orqali talabalarining kayfiyatini ko'tarish va ularning e'tiborini darsga yo'naltirish mumkin. Bu hali dars muhitiga moslashib ulgurmagan talabalar uchun juda qo'l keladi.

- Hazl yoki Hikoyalarni darsning o'rtasida ishlatish: Murakkab va uzoq davom etadigan mavzu bo'lsa, hazl yoki qisqa hikoya orqali dars davomida talabalarining e'tiborini qayta tiklash mumkin. Bu o'quvchilarning faolligini oshirish va diqqatini jamlashga yordam beradi.

- Talabalar bilan interaktiv hikoya yaratish: Talabalarni hikoyalarga qo'shishga va ularni darsga faol jalb qilishga imkon berish. Bu usul o'quvchilarga o'z fikrlarini erkin bildirishga, g'oyalarini yaratishga va dars jarayonida yanada faol bo'lishga undaydi.

Talabalar faolligini oshirishda hazl va hikoyalar samarali vositalar bo'lib, ular o'quvchilarga motivatsiya berish, stressni kamaytirish, darsga qiziqish va diqqatni jamlashga yordam beradi. Shuningdek talabalar bilan o'zaro aloqalarni mustahkamlashda, o'rgatilayotgan mavzu yoki materialarni aniq va tushunarli tarzda taqdim etishda va talabalarining ijodiy fikrlarini rivojlantirishda ham muhim rol o'ynaydi. Shu bilan birga ular o'quv jaryonini qiziqarli va mazmunli qilishga imkon yaratadi.

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INGLIZ FRAZELOGIYASI VA UNING O'ZIGA XOS XUSUSIYATLARI

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Mazkur maqola frazeologiyani ingliz tilidagi xususiyatlarini, uning tilshunoslikdagi ahamiyatini va leksikologiya sohasidagi o'rni haqida ma'lumot beradi. Frazeologiya – bu tilshunoslikning alohida bo'limi bo'lib, u ko'chma ma'no bilan bog'liq turg'un iboralar va birikmalarni o'rganadi. Maqolada frazeologizmining o'ziga xos xususiyatlari, ingliz tilidagi frazeologik birliklarning sinonimik munosabatlari va ularni tarjima qilishdagi qiyinchiliklar muhokama qilinadi. Shuningdek, frazeologik birliklarning xalq donoligi va tilga ta'siri, ularning o'ziga xos madaniy va lingvistik ahamiyati ta'kidlanadi. Bunga misol sifatida ingliz tilidagi frazeologik iboralar, maqollar va matallar keltiriladi. Maqola shuningdek, frazeologiyani tilshunoslik sohasidagi rivoji va o'ziga xos xususiyatlari haqida ham so'z yuritadi.

Kalit so'zlar: frazeologiya, ko'chma ma'no, frazeologik birliklar, tarjima qiyinchiliklari, madaniy ahamiyat, lingvistik rivojlanish.

Frazeologiya tilshunoslikning, ya'ni leksikologiyani alohida bir bo'limi hisoblanib, ko'chma ma'noga asoslangan turg'un birikmalar, iboralar ushbu sohaning tadqiqot obyekti hisoblanadi. "Frazeologiya" so'zi grekcha "pharsis" fraza, ifoda "logos" ta'limot degan ma'noni anglatadi, uning tadqiqot doirasiga faqat ko'chma ma'noga asoslangan turg'un birikmalar kiritiladi. Ushbu sohaning e'tibor qaratilishi kerak bo'lgan birligi bu frazeologizmlar ya'ni turg'un birikmalar hisoblanadi.

Frazeologik birliklar tilning lug'at tarkibini tashkil qiluvchi, mazmunan bitta so'zga teng birliklar bo'lgani uchun ko'p yillar davomida leksikologiya tarkibida o'rganilib kelingan. Ammo shuni alohida ta'kidlash lozimki, frazeologik birliklarning so'zga ekvivalentligi alohida tahlil qilinishi lozim bo'lgan masalalardandir. Sharl Balli ta'limotiga binoan frazeologik birliklarning eng muhim belgisi yagona bir so'z bilan sinonimik munosabatga kirisha olish, olmasligidadir. Bunday so'zni Sharl Balli so'z-identifikator deb atagan va bunday o'zgarishlarni frazeologik birliklarning ichki yaxlitgi belgisi sifatida talqin qilgan³.

Ammo buyuk tilshunosning bunday qarashlariga to'g'ri kelmaydigan holatlar ham til tizimida kuzatiladi. Masalan, ingliz tilida juda ko'p frazeologik birliklarning so'z-identifikatorlari mavjud emas, ya'ni ularni ma'nosini yagona bir so'z bilan ifodalashning iloji yo'q. Masalan:

drink like a fish= drink too much;

a hard nut to crack=a very difficult problem;

a small way=on a small scale;

Shuningdek, tilni frazeologik fondini tashkil qiluvchi maqol va matallar identifikatori faqatgina gaplar bo'lishi mumkinligini ham esdan chiqarmaslik lozim. Masalan, birds of a feather flock together — people who have the same interests, ideas; the blind leading the blind — a situation in which the person who is leading or advising others knows as little as they do⁴.

Frazeologiya boshqa tilshunoslik sohalariga qaraganda ancha keyin rivojlanishni alohida bo'lim sifatida boshlagan bo'lsa-da, uning rivoji ancha uzoq yillarga borib taqaladi. Bugungi kunda esa frazeologiya ko'pchilik olimlarning va tilshunoslarning diqqat markazida va sohasi hisoblanib kelinmoqda. Har bir tilning frazeologiyasi o'ziga xos sanaladi. Zero, frazeologiya har bir til va millat bilan birga rivojlanadi va yuksaladi. Vaqt o'tishi bilan frazeologiya ham boyib boradi.

Frazeologik birliklar o'ziga xos xarakterga ega. Chunki bu birliklar xalq donoligi asosida yaratiladi. Ularning naqadar o'ylab fikrlab yaratilgani bu sohaga qiziqishning yanada oshishiga sabab bo'ladi. Umuman olganda, frazeologiya o'ziga xos soha. Masalan, "torvuzi qo'ltig'idan tushmoq" frazeologizmi "xafa" degan ma'noni anglatadi. Ushbu birikmaning sinonimi sifatida "suvga tushgan mushukdek" iborasini ham ishlatish mumkin. Birgina xafa so'zini oddiygina qilib aytish ham mumkin. Lekin, nutq jozibadorligini oshirish, rang-barang qilish uchun eng munosib vosita frazeologik birliklar hisoblanadi.

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³ Sharl Balli. *Precis de stylistique*.— Geneve, 1905. P.16.

⁴ Смирницкий А.И. Синтаксис английского языка.— М.:, 1957. 16 с.

Bugungi kunda frazeologizmlar tarjimasi ham alohida tarjimonlar guruhini jalb qilishga ulgurgan. Frazeologik birliklar har bir xalq, har bir tilda mavjud bo'lishiga qaramay, ular bir-biridan juda ham katta farq qiladi. Shuning uchun ham ularni tarjima qilish davomida qator qiyinchiliklar yuzaga keladi va tarjimondan alohida e'tiborni talab qiladi.

Shunday qilib, frazeologiya barcha tillarda mavjud bo'lgan tilshunoslik sohasi sanaladi va har bir tilning frazeologiyasi alohida ahamiyat kasb etadi. Har bir barqaror birikmaning o'z qo'llanilish doirasi va xususiyatiga ega. Bir tilda mavjud bo'lgan birlik ikkinchi tilda umuman mavjud bo'lmasligi ham mumkin.

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SEMANTIK DERIVATLARNING KOGNITIV VA DERIVASION ASOSLARI

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Ushbu maqola semantik derivatlarning tilshunoslikdagi o'rnini, ularning kognitiv va derivasion jihatlarini tahlil qiladi. Semantik derivatlar tilda yangi ma'nolarni yaratish, tushunchalarni kengaytirish va konseptual strukturani shakllantirishda muhim rol o'ynaydi. Tadqiqotda semantik derivatlarning morfologik tuzilishi, inson fikrlash jarayoni va derivasion mexanizmlari batafsil yoritiladi. Shuningdek, maqola semantik derivatlarning leksik boylikni oshirish, kommunikativ jarayonni yaxshilash va tildagi dinamizmni ta'minlashdagi ahamiyatini ko'rsatadi. Ushbu tadqiqot tilshunoslari, kognitiv lingvistika tadqiqotchilari hamda psixolingvistika bilan shug'ullanuvchilar uchun muhim manba bo'lishi mumkin.

Kalit so'zlar: semantik derivatlar, kognitiv lingvistika, derivasiya, ma'no tuzilishi, konseptual struktura, leksik boylik, til dinamikasi, psixolingvistika.

Kirish

Semantik derivatlar tilshunoslik va semantika sohasida muhim o'rin tutadi. Ularning kognitiv va derivasion asoslari tilning strukturasi, ma'nosi va insonning fikrlash jarayoni bilan bog'liq. Ushbu maqolada semantik derivatlarning kognitiv va derivasion asoslari, ularning tildagi o'rnini va ahamiyati tahlil qilinadi.

Bu derivatlar tilning leksik boyligini oshirishga, ma'nolarni aniqlashtirishga va murakkab konseptlarni ifodalashga yordam beradi. Ularning kognitiv va derivasion asoslari tilshunoslik, psixolingvistika va semantika sohalarida muhim ahamiyatga ega.

1. Semantik derivatlar va ularning tuzilishi

Semantik derivatlar, odatda, morfemalar (asosiy morfemalar va affikslar) asosida tuziladi. Masalan, "kitob" (asosiy morfema) so'zidan "kitobxona" (derivat) so'zi paydo bo'ladi. Bunday tuzilish, tildagi ma'nolarni kengaytirish va murakkablashtirish vositasi bo'lib xizmat qiladi. Semantik derivatlar – bu leksik birliklar, ularning ma'nosi boshqa leksik birliklardan kelib chiqadi. Ushbu atama ostida, masalan, so'zlarning tug'ilishi, ularning ma'nolarining o'zgarishi, shuningdek, sinonimlar, antonimlar va polisemiya kabi konsepsiyalar qamrab olingan.

2. Kognitiv asoslar

Kognitiv tilshunoslik doirasida semantik derivatlar insonning fikrlash jarayoni va ma'noni qabul qilish usullari bilan bog'liq. Insonlar dunyoni o'z hissiyotlari, tajribalari va bilimlari orqali qabul qiladilar. Bu jarayonda semantik derivatlar muhim rol o'ynaydi, chunki ular ma'noni to'g'ri va aniq ifodalashga yordam beradi.

Kognitiv lingvistika nuqtai nazaridan, semantik derivatlar insonning tajribasini, dunyoqarashini va ma'noni tashkil etish usullarini aks ettiradi. Inson o'z tajribalari orqali dunyo haqida ma'lumotlarni to'playdi va bu ma'lumotlarni tilda ifodalaydi. SHunday qilib, semantik derivatlar kognitiv jarayonlarning natijasi sifatida paydo bo'ladi.

- Ma'no tuzilishi: Insonlar so'zlarni qabul qilishda ularning ma'no tuzilishiga e'tibor qaratishadi. Semantik derivatlar o'rtasidagi aloqa, ularning ma'nolarining o'zgartirilishi yoki kengaytirilishi orqali amalga oshadi. Masalan, "tez" so'zi "tezlik" bilan bog'liq bo'lib, uning semantik derivati "tezkor" so'zidir. Bu so'zlar orasidagi aloqa insonning dunyoqarashidagi tezlik konsepsiyasini aks ettiradi.

- Konseptual struktura: Semantik derivatlar konseptual strukturani shakllantiradi. Insonning dunyoni qabul qilish usuli konseptual modellarga asoslanadi. Misol uchun, "bilim" so'zi "bilish" va "biluvchi" so'zlari orqali o'zining semantik derivatlariga ega, "doston" so'zi "dos" va "on" affikslari orqali tuzilishi, insonning do'stlik va u bilan bog'liq munosabatlarini ifodalaydi. Bu aloqa insonning bilimni qabul qilish va uni fahmlash jarayonida muhim ahamiyatga ega.

3. Derivasion asoslar

Derivasiya – bu tilda yangi leksik birliklarni yaratish jarayoni. Semantik derivatlar derivasion jarayonlarda muhim rol o'ynaydi, chunki ular so'zlarning ma'nolarini o'zgartirish yoki kengaytirish imkonini beradi.

Derivasiya — bu morfologik jarayon bo'lib, u yangi so'zlarning yaratilishiga olib keladi. Derivasion asoslar semantik derivatlarning tuzilishidir.

¹ Axmedov Utkir Ilhomovich, Ingliz tili nazariy aspektlar kafedrası

• So'z yaratish: Derivasiya jarayonida so'zning asosiy formasiga affikslar (prikrepleniya) qo'shilishi bilan yangi so'zlar yaratiladi. Misol uchun, "yo'l" so'ziga "-chi" affiksini qo'shish orqali "yo'lovchi" so'zi yaratiladi. Ushbu jarayon semantik derivatlarning paydo bo'lishiga olib keladi.

• Sinonimiya va antonimiya: Sinonimlar va antonimlar semantik derivatlarning muhim aspektlaridir. Ular har xil ma'nolarni ifodalaydi, ammo bir-biri bilan aloqador. Misol uchun, "buyuk" va "kichik" so'zlari antonim bo'lib, ularning semantik derivatlari bir-biriga qarshi turadi.

4. Semantik derivatlarning ahamiyati

Semantik derivatlar — bu leksik birliklar, ularning ma'nolarini o'zgartirish yoki kengaytirish uchun asosiy so'zga turli affikslar (prefikslar, suffikslar) yoki boshqa semantik elementlar qo'shiladi. Semantik derivatlarning ahamiyati bir necha jihatdan ko'rsatiladi.

Semantik derivatlar tilning boyligi va uning dinamik xususiyatlari bilan bog'liq. Ular tildagi ma'nolarni aniqlashtirish, frazalarni tuzish va ijodiy fikrlash jarayonlarini rag'batlantirishda muhim ahamiyatga ega.

1. Ma'no kengaytirish: Semantik derivatlar so'zlarning ma'nosini kengaytirishga yordam beradi. Masalan, "kitob" so'zidan "kitobxona" yoki "kitobchi" so'zlari kelib chiqadi, bu esa kitoblarga bo'lgan munosabatni o'zgartirishi mumkin.

2. Yangi tushunchalarni yaratish: Semantik derivatlar orqali yangi tushunchalar va kontekstlar yaratish mumkin. Bu, o'z navbatida, tilning boyligi va frazeologiyasini oshiradi.

3. Leksik boylik: Semantik derivatlar tilning leksik boyligini oshiradi, chunki ular yangidan-yangi so'zlar yaratish imkonini beradi.

4. Tilda ifoda etish imkoniyati: Semantik derivatlar insonning fikrlarini va his-tuyg'ularini aniq va to'g'ri ifoda qilishga yordam beradi. Bu, xususan, adabiyotda va ritorikada muhimdir.

5. Tilning dinamikligi: Semantik derivatlar tilning dinamikligini ko'rsatadi, chunki ular vaqt o'tishi bilan o'zgarishga uchraydi va yangi ma'nolar olishlari mumkin.

6. Tadqiqot va tahlil: Tilshunoslik va semantika sohasida semantik derivatlarni tadqiq qilish, tilning strukturasi va funksiyasini tushunish uchun muhimdir.

Shu sababli, semantik derivatlar tilda muhim rol o'ynaydi va ular tilning rivojlanishi, boyishi va samaradorligini ta'minlaydi.

Xulosa

Semantik derivatlarning kognitiv va derivasion asoslari tilshunoslik va kognitiv psixologiya sohasida muhim o'rin tutadi. Ular tilning strukturasi, ma'nosi va insonning fikrlash jarayoni bilan bog'liq bo'lib, tilshunoslik tadqiqotlari uchun muhim manba hisoblanadi. Semantik derivatlarning o'rganilishi tilning boyligini va uning dinamik xususiyatlarini tushunishga yordam beradi.

Foydalanilgan adabiyotlar ro'yxati:

- [1]. Сафаров Ш. Когнитив тилшунослик. –Жиззах, 2006. –Б.8.
- [2]. Muratkhojaeva, F. X. (2022). Cognitive-semantic analysis of the meanings of words and phrases in English and Uzbek and their translation problems. *Galaxy International Interdisciplinary Research Journal*, 10(6), 385-387.
- [3]. Hotamovna, F. (2024). Cognitive-semantic analysis of technical terms combinations and their expression for training engineers. In *BIO Web of Conferences* (Vol. 84, p. 04027). EDP Sciences.
- [4]. Болдырев Н.Н. Концептуальная основа языка// Когнитивные исследования языка, 2009. Вып.IV/-С.25-77; Болдырев Н.Н. Язык в системе знаний. Когнитивная теория языка. Монография.-М.: Издательский дом ЯСК, 2018.-480 с.
- [5]. Abduazizov A. Tilshunoslik nazariyasiga kirish. –T.:Sharq, 2010.
- [6]. Ashurova D.U., Galiyeva M.R. Cognitive Linguistics. "VneshInvestProm". – Tashkent: 2018.
- [7]. Khaydarovna, B. M. (2021). The Semantic Features of English Phrasal Verb. *Вестник науки и творчества*, (4 (64)), 5-7.
- [8]. Muratkhojayeva, F. (2024). Cognitive Linguistics Theory in Anthropocentric Paradigm. *International Journal of Industrial Engineering, Technology & Operations Management*, 2(2), 63-70.

INGLIZ VA O'ZBEK TILLARIDA KONSEPTUAL ASSOTSIIATIV MAYDON TADQIQI

H. Xoldorova ¹*Annotatsiya:*

Mazkur maqolada assotsiativ aloqa tushunchasi tilshunoslik nuqtayi nazaridan tahlil qilinadi. Ferdinand de Sossyur tomonidan paradigmatic munosabatlar sifatida tavsiflangan ushbu hodisa ongimizdagi tanlash jarayoniga asoslanadi. Roman Jakobson assotsiativ bog'lanishlarni metaforik va metonimik o'qlarga ajratib, ularning til tizimidagi o'rnini ko'rsatadi. Shuningdek, G. Lakoff va M. Johnson kognitiv lingvistika nuqtayi nazaridan metaforik konseptlar orqali assotsiativ bog'lanishlarni izohlaydi. Maqolada turizm diskursida assotsiativ aloqalarning namoyon bo'lishi misollar orqali tahlil qilinadi. Shu bilan birga, J. Lyons va G. Leechning leksik semantika doirasidagi yondashuvlari ham ko'rib chiqiladi. Tadqiqot natijalari shuni ko'rsatadiki, assotsiativ aloqa inson ongi va madaniy tajribasi bilan bog'liq holda shakllanib, turli sohalarda muhim rol o'ynaydi.

Kalit so'zlar: assotsiativ aloqa, paradigmatic munosabat, metafora, metonimiya, kognitiv lingvistika, leksik semantika, turizm diskursi.

Kirish

Tilshunoslikda assotsiativ aloqa tushunchasi ilk bor Ferdinand de Sossyur tomonidan paradigmatic (yoki assotsiativ) munosabatlar sifatida tavsiflangan². Sossyurning ta'kidlashicha, har bir so'z ongimizda unga ma'nodosh yoki shakldosh boshqa birliklar bilan bog'lanadi va bu bog'lanish sintagmatik (ketma-ket kombinatsiya) aloqadan farqli o'laroq, ongdagi tanlash o'qi asosida yuzaga keladi. Masalan, *"mehmonxona"* deganda, bizning ongimizda *"otel"*, *"xonahon"*, *"tural joy"* kabi alternativ leksemalar yoki *"turist"*, *"yotoqxona"* kabi mavzuga aloqador so'zlar assotsiativ ravishda paydo bo'lishi mumkin. Bu – Sossyur aytgan paradigmatic (assotsiativ) qator. Roman Jakobson esa tilning metafora va metonimiya tamoyillarini tavsiflar ekan, assotsiativ bog'lanishlarni metaforik o'q (o'xshashlikka asoslangan aloqa) va metonimik o'q (birlashuv yoki aloqa asosidagi aloqa)ga ajratgan.

Jakobsonning fikriga ko'ra,³ so'zlar ongimizda o'xshash belgi yoki vazifaga ega bo'lgani uchun bog'lanishi metaforik assotsiatsiyani, bir matn ichida birgalikda ishtirok etgani uchun bog'lanishi esa metonimik assotsiatsiyani keltirib chiqaradi. Turizm diskursida bu hodisani kuzatish mumkin: masalan, *"qumloq plyaj"* (beach) so'zi *"quyosh"*, *"to'liqin"*, *"dam olish"* bilan metaforik-assotsiativ bog'liq (barchasi bir-birini eslatadi), shu so'z matnda *"mehmonxona"*, *"gid"*, *"ekskursiya"* bilan birgalikda ishlatilsa, ular mazmunan bir voqelik ichida bog'langan bo'ladi (metonimik aloqa). G. Lakoff va M. Johnson kognitiv lingvistikada assotsiativ aloqalarni metaforik konseptlar orqali izohlaydi: ular fikricha, bizning kontseptual tizimimiz metaforalar orqali tashkil topgan, ya'ni bir soha tushunchalarini boshqa soha bilan bog'lash orqali anglaymiz. Masalan, *"Hayot – bu sayohat"* degan metafora orqali odamlar sayohat terminlarini (yo'l, manzil, xarita va h.k.) hayotiy tajribalarni tushuntirishga qo'llashadi. Turizm tilida ham ko'plab metaforalar bor: masalan, sayohatni sarguzasht deb talqin qilish (adventure), yoki manzilni jannatmakon joy deb ta'riflash – bu *"dam olish = jannatda bo'lish"* degan konseptual metaforaga asoslanadi. Bunday metaforalar Lakoff nazariyasi nuqtayi nazaridan insonlarda kuchli assotsiativ tasavvurlarni shakllantiradi, chunki ular abstrakt tushunchani konkret obraz orqali his etishga yordam beradi.⁴

Tilshunoslikda assotsiativ aloqalarni tushuntiruvchi yana boshqa yondashuvlar ham bor. Masalan, J. Lyons va G. Leech⁵ kabi semantika olimlari leksik semantika doirasida so'zning konnotativ (assotsiativ) ma'nolarini alohida turlariga ajratgan: ijtimoiy (so'z qatlam va uslubga oid tasavvur uyg'otishi), ekspressiv (so'z his-hayajon uyg'otishi), kollokativ (so'zning odatdagi kollokatsiyasi orqali assotsiatsiya) kabi⁶.

Yuqoridagi nazariy tamoyillar turizm leksemalarini tahlil qilishda metodologik asos bo'lib xizmat qiladi – chunki turizmga oid har bir atama o'ziga xos assotsiativ maydonga ega.

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² Saussure, F. de. (1916). *Course in General Linguistics*. McGraw-Hill.

³ Jakobson, R. (1956). *Two Aspects of Language and Two Types of Aphasic Disturbances*. In R. Jakobson & M. Halle (Eds.), *Fundamentals of Language*. Mouton.

⁴ Lakoff, G., & Johnson, M. (1980). *Metaphors We Live By*. University of Chicago Press.

⁵ Leech, G. (1981). *Semantics: The Study of Meaning*. Penguin Books.

⁶ Lyons, J. (1977). *Semantics*. Cambridge University Press.

Turizm sohasida ishlatiladigan soʻz va iboralar koʻpincha oddiy lugʻaviy maʼnodan tashqari qoʻshimcha, psixolingvistik taʼsirga ega boʻlgan maʼnolarni ham olib yuradi. Masalan, *“voqea”* (*event*) atamasi oddiy voqeani anglatga-da, turizm marketingida *“festival”* yoki *“karnaval”* kabi soʻzlar orqali maxsus assotsiatsiya – bayramona muhit tasavvurini beradi. Soʻzlarning bunday psixologik taʼsirini oʻlchash va tushunish uchun psixolingvistika usullari qoʻllaniladi.

Xususan, erkin assotsiatsiya testi (Word Association Test) koʻp qoʻllaniladigan metodlardan biri boʻlib, u orqali odamlarning muayyan soʻzga qanday javob (bogʻliq soʻz) qaytarishi tahlil qilinadi. Masalan, agar respondentga *“togʻ turizmi”* degan soʻz birikmasi berilsa, u darhol *“alpinizm”*, *“chodir”*, *“adrenalin”* kabi soʻzlarni aytishi mumkin – bu soʻzlar respondentning ongida togʻ turizmi konsepti bilan qanday elementlar bogʻliqligini koʻrsatadi.

Soʻnggi yillarda olib borilgan tadqiqotlar shuni koʻrsatadiki, assotsiativ javoblar orqali turli guruh odamlar bir xil soʻzga turlicha maʼno yuklashadi. Masalan, 2023 yilda Shotlandiyada oʻtkazilgan bir tadqiqotda 1,219 nafar ishtirokchidan *“Glasgow”* shahri nomiga birinchi esiga tushgan soʻzlarni yozish soʻralgan – natijada shahar uchun eng koʻp tilga olingan sifatlar *“cold”* (sovuq) va *“busy”* (gavjum) boʻlgan boʻlsa, shu shaharning odamlariga nisbatan *“friendly”* (samimiy) va *“funny”* (qiziqarli) sifatleri koʻp aytilgan. Bu kabi assotsiativ tadqiqotlar turizm doirasida juda foydali, chunki ular sayyohlarning va mahalliy aholi yoki boshqa guruhlarining tasavvurlarida qaysi obrazlar ustunligini koʻrsatadi. Shu misoldan koʻrinib turibdiki, shaharning brend imijini shakllantirishda soʻz-assotsiatsiyalarni tahlil qilish marketing uchun ham muhim xulosa beradi: agar kutilmagan salbiy assotsiatsiyalar chiqqan boʻlsa (masalan, *“Glasgow – sovuq”*), targʻibot matnlarida buni yumshatish uchun til vositalarini oʻzgartirish mumkin.

Turizm kontekstida leksik birliklarning konnotativ jihatlari ham alohida ahamiyatga ega. Koʻpincha sayyohlarga moʻljallangan matnlarda idealizatsiya va orzu-umidlarga urgʻu beruvchi soʻzlar ishlatiladi: masalan, *“tropik jannat”*, *“gʻoyib boʻlgan jannat”* (lost paradise), *“sirli qoʻriqxona”* kabi ifodalar oddiy tavsifdan koʻra, eshituvchida romanik hayajon uygʻotadi. Bunday iboralarning assotsiativ maʼnosi kuchli: *“jannat”* soʻzi orqali behad goʻzal va osoyishta joy obrazi yaratiladi, *“sirli”* soʻzi orqali esa qiziqish va sarguzasht hissi tugʻdiriladi. Hattoki *“sayyoh”* va *“sayohatchi”* soʻzlarining oʻzida ham konnotativ farq bor: koʻplab manbalarda *tourist* (sayyoh) soʻzi baʼzan yuzaki, oddiy tomoshabin maʼnosida ishlatilsa, *traveller* (sayohatchi) soʻzi koʻproq izlanish, sarguzasht ruhi bilan bogʻlanadi. Bu farq xalq orasida ham seziladi va shu bois turistlarga moʻljallangan reklamalarda *“traveler”* soʻzi koʻproq ishlatilishi mumkin, chunki u ijobiyroq assotsiatsiya beradi. Bunday nozik assotsiativ farqlar turizm tilining pragmatik effektiga taʼsir koʻrsatadi va tilshunoslar buni ham inobatga oladilar.

Turizm leksikasidagi assotsiativ bogʻlanishlarni chuqurroq oʻrganish uchun lingvistika va psixologiya chorrahasidagi usullar samarali hisoblanadi. Eksperimental lingvistika doirasida soʻzlarning maʼno uyushmalarini oʻlchashga qaratilgan bir qancha yondashuvlar mavjud:

Erkin assotsiativ testlar: Yuqorida aytilganidek, respondentlarga muayyan turizm terminlarini (masalan, *“mehmonxona”*, *“tropik”*, *“muqaddas ziyorat”*) aytib, birinchi esiga kelgan soʻzni yozish soʻraladi. Keng koʻlamli ishtirokchilar bilan bunday tadqiqot oʻtkazilsa, katta hajmdagi assotsiativ maʼlumotlar olinadi. Caroline Handley (2023) doktorlik ishida qayd etganidek, soʻz assotsiatsiyasi metodi yillar davomida lugʻaviy tarmoqni oʻrganishda eng koʻp qoʻllanilgan va samarali usullardan biridir. Ushbu usul orqali olingan javoblar keyinchalik statistik tahlil qilinib, odatiy (hammaning yodiga tushadigan) assotsiatsiyalar va noodatiy (faqat ayrim guruhlariga xos) assotsiatsiyalar aniqlanadi.

Xulosa

Assotsiativ aloqa til tizimidagi muhim hodisa boʻlib, u ongimizda soʻzlar oʻrtasidagi bogʻlanishlarni shakllantirish orqali tafakkur jarayoniga taʼsir koʻrsatadi. Sossyur paradigmatic munosabatlar orqali soʻzlarning ongimizdagi tanlanish jarayonini izohlasa, Jakobson bu bogʻlanishlarning metaforik va metonimik asoslarini ochib bergan. Lakoff va Johnsonning kognitiv lingvistika yondashuvi esa metaforalar orqali kontseptual tizimimizni qanday shakllantirishimizni tushuntiradi. Turizm diskursida ushbu bogʻlanishlarning koʻrinishi ochiq namoyon boʻlib, maʼlum bir kontekstda soʻzlarning bir-biri bilan qanday aloqaga kirishini kuzatish mumkin.

Ushbu tadqiqot natijalari shuni koʻrsatadiki, assotsiativ aloqa inson ongi va tajribasi bilan bogʻliq holda shakllanib, tilni tushunish va uni qoʻllash jarayonida muhim ahamiyat kasb etadi.

Foydalanilgan adabiyotlar roʻyxati:

- [1]. Saussure, F. de. (1916). *Course in General Linguistics*. McGraw-Hill.
- [2]. Jakobson, R. (1956). *Two Aspects of Language and Two Types of Aphasic Disturbances*. In R. Jakobson & M. Halle (Eds.), *Fundamentals of Language*. Mouton.
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O'ZBEK TILIDA XALQ TABOBATIGA OID LEKSIK BIRLIKLAR ETIMOLOGIYASI

R. Khujakulov ¹*Annotatsiya:*

Ushbu maqola o'zbek tilidagi xalq tabobatiga oid leksik birliklarning etimologik kelib chiqishini o'rganishga bag'ishlangan. Tadqiqotda qiyosiy tahlil usuli qo'llanilgan bo'lib, o'zbek tilidagi xalq tabobatiga oid so'zlarning turli tarixiy davrlardagi manbalar va qo'shni tillar bilan qiyosiy tahlili asosida ularning kelib chiqishi aniqlangan. Tadqiqot natijalari xalq tabobatiga oid so'zlarning turli tillardan o'zlashganligi, shuningdek, o'zbek tilining ichki imkoniyatlari asosida shakllanganligini ko'rsatdi. Maqola o'zbek tilidagi xalq tabobatiga oid leksik birliklarning tarixiy rivojlanishini, ularning madaniy va ijtimoiy kontekstini tahlil qilish orqali o'zbek xalqining tibbiy bilimlari va an'analari yoritadi.

Kalit so'zlar: xalq tabobati, etimologiya, leksik birliklar, qiyosiy tahlil, o'zbek tili, tarixiy manbalar, madaniy kontekst, ijtimoiy omillar.

Kirish:

O'zbek xalq tabobati asrlar davomida o'zbek xalqining salomatligini saqlashda muhim rol o'ynab kelgan. Uning boy leksik fondi, turli xil kasalliklar, davolash usullari, shifobaxsh o'simliklar va boshqa davolovchi vositalarni ifodalovchi so'zlar va iboralardan iborat. Ushbu leksik birliklarning kelib chiqishini o'rganish, nafaqat tilshunoslik nuqtai nazaridan, balki xalq tabobatining tarixiy ildizlarini ochib berishda, uning madaniy va ijtimoiy ahamiyatini tushunishda ham muhim ahamiyatga ega. Ushbu maqolaning maqsadi o'zbek tilidagi xalq tabobatiga oid leksik birliklarning etimologik kelib chiqishini qiyosiy tahlil usuli orqali o'rganish va ularning tarixiy rivojlanishini, madaniy va ijtimoiy kontekstini aniqlashdan iborat.

Asosiy qism:

O'zbek tilidagi xalq tabobatiga oid leksik birliklarning etimologik kelib chiqishi turli xil manbalardan kelib chiqqan. Ularning bir qismi qadimgi turkiy tillardan meros bo'lib qolgan bo'lsa, boshqa qismi arab, fors, rus va boshqa tillardan o'zlashgan. Shuningdek, o'zbek tilining ichki imkoniyatlari asosida shakllangan so'zlar ham mavjud.

Turkiy tillardan meros qolgan so'zlar:

"O't" (o'simlik), "dori" (davolovchi vosita), "qon" (hayotiy suyuqlik), "suyak" (skelet qismi), "yara" (tanadagi shikastlanish), "tomir" (qon tomiri), "teri" (tana qoplami), "og'riq" (jismoniy noqulaylik) kabi so'zlar qadimgi turkiy tillardan o'zbek tiliga o'tgan. Bu so'zlar o'zbek tilining leksik fondida mustahkam o'rin egallagan va kundalik hayotda faol qo'llaniladi (Mahmudov, 1999). Ushbu so'zlar o'zbek xalqining qadimiy tibbiy bilimlari va tushunchalarini aks ettiradi.

Arab tilidan o'zlashgan so'zlar:

"Tabib" (shifokor), "da'vo" (davolash), "shifo" (sog'ayish), "marham" (davolovchi malham), "illat" (kasallik), "davom" (davolash muddati), "jarroh" (operatsiya qiluvchi shifokor) kabi so'zlar arab tilidan o'zbek tiliga o'tgan. Bu so'zlar asosan islom dini va tibbiyotning rivojlanishi bilan bog'liq holda o'zbek tiliga kirib kelgan (Rustamov, 1981). Arab tilidan o'zlashgan so'zlar o'zbek xalq tabobatining nazariy asoslari va amaliyotini boyitgan.

Fors tilidan o'zlashgan so'zlar:

"Payvand" (ko'chirib o'tkazish), "novvoy" (jarroh), "noshud" (tajribasiz), "dorivor" (davolovchi xususiyatga ega), "bemordor" (bemorni parvarish qiluvchi) kabi so'zlar fors tilidan o'zbek tiliga o'tgan. Bu so'zlar asosan o'rta asrlarda fors tilining o'zbek tiliga ta'siri natijasida kirib kelgan (Azimov, 1979). Fors tilidan o'zlashgan so'zlar o'zbek xalq tabobatining amaliy usullari va davolovchi vositalarini ifodalashda muhim rol o'ynagan.

Rus tilidan o'zlashgan so'zlar:

"Rentgen" (nurlanish bilan tekshirish), "vitamin" (organizm uchun zarur modda), "operatsiya" (jarrohlik amaliyoti), "mikrob" (kasallik qo'zg'atuvchi organizm), "antiseptik" (zararsizlantiruvchi vosita) kabi so'zlar rus tilidan o'zbek tiliga o'tgan. Bu so'zlar asosan 20-asrda rus tilining o'zbek tiliga ta'siri natijasida kirib kelgan (Mirtojiyev, 1991). Rus tilidan o'zlashgan so'zlar o'zbek xalq tabobatining zamonaviy tibbiyot bilan integratsiyalashuvini aks ettiradi.

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O'zbek tilining ichki imkoniyatlari asosida shakllangan so'zlar:

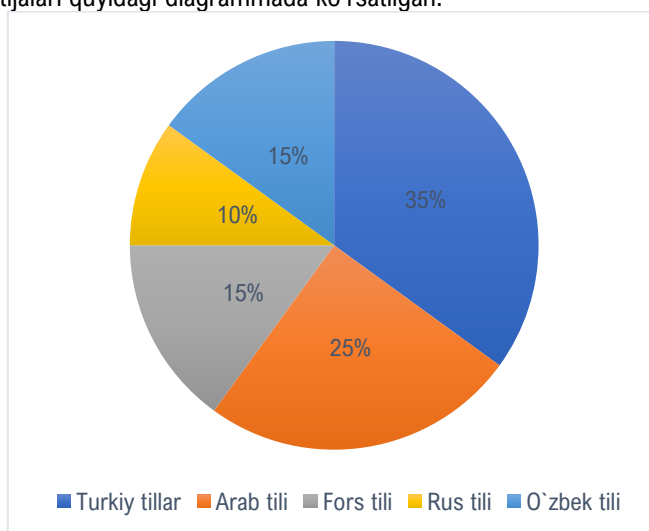
"Ko'z tegishi" (yomon nigoh ta'siri), "quloch otish" (qon to'xtatish), "issiq-sovuq" (shamollash), "choy damlash" (damlama tayyorlash), "tuzlama" (tuzlangan mahsulot), "qo'l tegizish" (massaj), "uqalash" (massaj turi), "duoxonlik" (ruhiy davolash), "fotiha o'qish" (ruhiy davolash usuli) kabi so'zlar o'zbek tilining ichki imkoniyatlari asosida shakllangan. Bu so'zlar o'zbek xalqining turmush tarzi, dunyoqarashi, ovqatlanish madaniyati, jismoniy va ruhiy davolash usullari, diniy e'tiqodlari bilan bog'liq holda yuzaga kelgan (Qilichev, 2006; To'xliyev, 1992; Abdullayev, 2001; Rasulov, 2008). Ushbu so'zlar o'zbek xalq tabobatining o'ziga xos xususiyatlarini aks ettiradi.

Metod:

Ushbu tadqiqotda qiyosiy tahlil usuli qo'llanilgan. Bu usul o'zbek tilidagi xalq tabobatiga oid so'zlarning turli tarixiy davrlardagi manbalar (yozma manbalar, lug'atlar, etnografik materiallar) va qo'shni tillar (turkiy, arab, fors, rus tillari) bilan qiyosiy tahlili asosida ularning kelib chiqishini aniqlashga imkon beradi. Shuningdek, so'zlarning tarixiy rivojlanishini kuzatish uchun diakronik tahlil usuli ham qo'llanilgan. Tadqiqot materiallari sifatida o'zbek tilining etimologik lug'atlari, tarixiy manbalar, etnografik materiallar va lingvistik adabiyotlar ishlatilgan.

Natijalar:

Qiyosiy tahlil natijalari quyidagi diagrammada ko'rsatilgan:



Turkiy tillar: 35%

Arab tili: 25%

Fors tili: 15%

Rus tili: 10%

O'zbek tili: 15%

Ushbu diagramma o'zbek tilidagi xalq tabobatiga oid leksik birliklarning kelib chiqishini ko'rsatadi. Unda turkiy tillardan meros qolgan so'zlar eng katta ulushni tashkil etadi. Bu o'zbek xalq tabobatining qadimgi ildizlari va turkiy tillarning o'zbek tiliga ta'sirini ko'rsatadi. Arab tilidan o'zlashgan so'zlar ham muhim o'rin egallaydi, bu islom dini va tibbiyotning rivojlanishi bilan bog'liq. Fors va rus tillaridan o'zlashgan so'zlar ham o'zbek xalq tabobatining rivojlanishiga ta'sir ko'rsatgan. O'zbek tilining ichki imkoniyatlari asosida shakllangan so'zlar esa o'zbek xalq tabobatining o'ziga xos xususiyatlarini aks ettiradi.

Xulosa:

Ushbu tadqiqot o'zbek tilidagi xalq tabobatiga oid leksik birliklarning etimologik kelib chiqishini qiyosiy tahlil usuli orqali o'rganishga bag'ishlangan. Tadqiqot natijalari xalq tabobatiga oid so'zlarning turli tillardan o'zlashganligi, shuningdek, o'zbek tilining ichki imkoniyatlari asosida shakllanganligini ko'rsatdi. Bu so'zlar o'zbek xalqining tarixiy rivojlanishi, madaniyati va turmush tarzi bilan chambarchas bog'liqdir.

O'zbek tilidagi xalq tabobatiga oid leksik birliklarning etimologik tahlili, o'zbek xalqining tibbiy bilimlarining tarixiy rivojlanishini, madaniy va ijtimoiy kontekstini tushunishga yordam beradi. Bu so'zlar nafaqat tibbiy terminlar, balki o'zbek xalqining dunyoqarashi, e'tiqodlari va turmush tarzini aks ettiruvchi madaniy merosdir.

Kelgusida o'zbek tilidagi xalq tabobatiga oid leksik birliklarning semantikasi, pragmatikasi va sotsiolingvistik aspektlari ham o'rganilishi lozim. Bu esa o'zbek xalq tabobatining lingvistik asoslarini chuqurroq tushunishga imkon beradi.

Foydalanilgan adabiyotlar ro'yxati:

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- [3]. Clark, E. V. (1993). *The lexicon in acquisition*. Cambridge: Cambridge University Press.
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- [5]. Mahmudov, N. (1999). *Turkiy tillar tarixi*. Toshkent: O'qituvchi.
- [6]. Mirtojiyev, M. (1991). *O'zbek tilining ruscha-o'zbekcha lug'ati*. Toshkent: O'qituvchi.
- [7]. Qilichev, B. (2006). *O'zbek xalq og'zaki ijodi*. Toshkent: O'zbekiston milliy ensiklopediyasi.
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- [9]. Rustamov, A. (1981). *Arab tilidan o'zlashgan so'zlar*. Toshkent: Fan.
- [10]. To'xliyev, B. (1992). *O'zbek xalq taomlari*. Toshkent: Mehnat.
- [11]. Ullmann, S. (1962). *Semantics: An introduction to the science of meaning*. Oxford: Blackwell.
- [12]. Xo'jayev, A. (2003). *O'zbek tilining izohli lug'ati*. Toshkent: O'zbekiston milliy ensiklopediyasi.
- [13]. Ziyoyeva, S. (2010). *O'zbek tilidagi tibbiy terminlar*. Toshkent: Fan.

KOGITIV STILNING LINGVISTIK VOQELANISHI

M. Saydaliyeva ¹

Annotatsiya:

Maqola "Kognitiv stilning lingvistik voqelanishi" mavzusiga bag'ishlangan. Unda o kognitiv stilning lingvistik jihatlarini, uning nutqdagi aks etish usuli tahlil qiladi. Kognitiv stil insonning dunyoqarashini, tafakkur va muloqotdagi o'ziga xos xususiyatlarini ifodalaydi. Ushbu maqolada kognitiv stilning lingvistik vositalar orqali qanday amalga oshirilishi, ularning lingvistik ifodalarga qanday ta'sir qilishi aniqlashga harakat qilinadi. Nutqdagi ifodalar va tilning o'ziga xos xususiyatlari orqali kognitiv stilning shakllanishi va uning odamlar o'rtasida farqlanishi tahlil qilinadi. Shuningdek, maqolada kognitiv stilning individual farqlarni va psixologik aspektlarni qanday aks ettirishini, shuningdek, nutq va kommunikatsiya jarayonidagi o'rni haqida fikr yuritiladi.

Kalit so'zlar: kognitiv stil, analitik munosabat, holistik munosabat, verbal munosabat, tasavvur munosabati, reflektiv metod, impulsiv metod.

Kognitiv stil – bu insonning ma'lumotni qabul qilish, qayta ishlash va unga munosabat bildirish uslubi. Kognitiv stilning dastlabki qarama-qarshiligi holistik va analitik munosabatdir². Holistik munosabat insonlarning tuyg'ular, emotsiyalar asosida nutqni nayon etish uslubidir³. Holistik uslubda ma'lumotlar umumlashtirilgan holda beriladi. Faktlar, dalillarning nutqiy voqelanishi deyarli uchramaydi. Muayyan davr haqida so'z yuritilganda ham hissiyotga tayangan holda nutq so'zlash usuli dominantlik qiladi. Bunda so'zlovchi e'tiborini kengroq va umumiy tasavvurlarni yetkazib berishga qaratadi. Hikoya qilingan voqealar fikr so'nggida bir butun yaxlit tarzda tushuniladi:

Otam mashinani juda yaxshi haydardi. Mashinada Bog'ishamoldan o'tib, qishloqqa kirib borar ekanmiz, yaqinlashganimiz sari entikib, daqiqalarni sanay boshlardik... Muncha kilometr qoldi, muncha burilish qoldi... Qishloq sokin, bir yoqdan qushlarning sayrashi eshitilsa, bir yoqdan mototsikl-u traktorlarning tirillagan ovozi kelardi. Kattatagobga kiraverishda chapga qayrilib, kattagina bochkaning yonidan o'tib, qishloqda qoramiz ko'rinishi bilan hamma ortimizdan yugurar, bog'chada ishlaydigan Oysha va Dono ammalarim ham chopqillab kelishardi. Hamma ammamlarnikida yig'ilardi. So'rida uzumlar uzilgan, qaymog'-u turli noz-ne'matlarga to'la dasturxon atrofida o'tirib, shirin suhbat qurardik. Qishloq men uchun mehrga, muhabbatga to'liq, quyosh taftiday issiq bir muhit edi. Otam kabi sodda va samimiy odamlarida mehr deganlari daryo edi nazarimda. Shuning uchun bo'lsa kerak, ota yurtimizga sevgimiz bo'lakcha bo'lgan⁴.

Analitik usulda nutq so'zlash jarayoniga to'xtalganda, voqealarning kichik qismlarga bo'lib bayon etilishi, umumiy tasavvur voqeallardan habardor bo'lish barobarida tinglovchi ongida hosil bo'lib borishi, kichik ma'lumotlarga ham batafsil to'xtalib o'tish kabilar ko'zga tashlanadi⁵. Subyektiv, emotsional tavsilotlardan ko'ra fakt va dalillarga asoslangan obyektiv voqealar bayoni yetakchilik qiladi:

To'g'risini aytsam, yosh oila bo'lganimiz uchun ham oson, ham qiyin bo'ldi. Eng avvalo, kelajagimiz uchun ham, soha tanlashda ham Vatanimiz uchun muhim bo'lganini tanlash kerak edi. Tanlov juda katta rol o'ynaydi, chunki kelajakda bu yo'nalishda ilm-fan qilasiz yoki ishlaysiz. Keyin esa jamg'armaning talabiga ko'ra, dunyoning Top-300 reytingiga kiradigan universitetga hujjat topshirishingiz lozim. Nufuziga qarab, talablari har xil bo'lishi mumkin. IELTS muhim omil emas, kamida 5,5-6 ball olish yetarli. Yuqori reytingdagi universitetlar esa balandroq talab qo'yadi⁶.

Holat, vaziyat, voqea, shaxs, narsa-buyumni tasvirlash, ular haqida fikr bayon etishda verbal hamda tasavvur munosabatlari ham nayomon bo'ladi. bunda so'zlar yordamida tasvir chizgilar yaratiladi. Vizual (biz bolalar qult etib yutib qo'ydik, hammamiz tamshanib, kutib o'tiribmiz), auditorial (qishloq sokin, bir yoqdan qushlarning sayrashi eshitilsa...), kinestetik (bolaligim otamning sehrli ertaklari-yu turli hikoyalari og'ushida

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² Lacko D, Prošek T, Čeněk J, Helisková M, Ugwitz P, Svoboda V, Počaji P, Vais M, Haliřová H, Juřik V, Šařinka Ć. Analytic and holistic cognitive style as a set of independent manifests: Evidence from a validation study of six measurement instruments. PLoS One. 2023 Jun 13;18(6):e0287057. doi: 10.1371/journal.pone.0287057. PMID: 37310969; PMCID: PMC10263325

³ Messick S. Personality consistencies in cognition and creativity. In Messick S, editor. Individuality in learning. San Francisco: Jossey-Bass; 1976: pp. 4-23. <https://oyina.uz/uz/article/3187>

⁴ Messick S. Personality consistencies in cognition and creativity. In Messick S, editor. Individuality in learning. San Francisco: Jossey-Bass; 1976: pp. 4-23.

⁵ <https://oyina.uz/uz/article/2964>

o'tgan), olfaktor (issiqqina taomning hidi dimog'imizga urildi) sezgilar yordamida olingan ma'lumotlar nutqda rellashuvi ham kognitiv uslubning bir qismi sanaladi. Tasavvurning verballashuvi verbal-tasavvur metodi deb nomlansa, tasavvurning ishtiroksiz fikrlar verballashuvi verbal metod sanaladi¹. Bunda tavsilotlar lo'nda, ortiqcha bo'yoqlarsiz ask ettiriladi. Nutqdan birida chet elda tahsil olayotgan yosh oila vakillari ularning bu muvaffaqiyatida ota-onalarning qo'llab-quvvatlashi, stipendiya tanlovining o'rni va uni qo'lga kiritish haqida so'zlash jarayonida ortiqcha tasavvurlar, emotsiyalarsiz faqat verbal uslubda nutqni bayon etish aks ettirilgan. Bunday bayon etilayotgan fikrlar o'rtasidagi mantiqiy izchillik, xronologik tartib uzviylikda sodir bo'lgan².

Insonlarning ma'lumotlarga asoslanib qaror qabul qilishi, vaziyatda qanday ish tutushi ularning reklektiv yoki impulsiv metoddan biri asosida kognitiv stilni namoyon etganini ko'rsatib beradi³. Reflektiv usulga ko'ra masalaga chuqur mulohaza asosida yondashiladi. Ijtimoiy normalar deviatitsiyasi deyarli ko'zga tashlanmaydi:

Haliyam yaxshi eslayman, o'rtoqlarim bilan muzqaymoqqa chiqsak, "ota, pul bering" deb yugurib kelardim. Ish stolidagi berilib ishlab o'tirgan otam "kostyumimning o'ng cho'ntagidagi pastidagi cho'ntakdan olasan" derdi. Pulni har doim so'rab olganman. Bir kuni ishdan kelganida so'ramasdan cho'ntagini kovladim. O'sha payt kimdir o'tganini sezdim. O'girilsam hech kim yo'q. Xayriyat, ayniqsa otamdan cho'chidim. Lekin ko'rmadi. Shunday deb o'zimni ovutib, xursand bo'lib ko'chaga yugurdim, muzqaymoqni paqqos tushirdim. Kechki oltida dasturxon atrofida o'tiranimizda ham otam indamadi. Ha, demak, sezmadim. Ertalab nonushtadan keyin otamni ishga kuzatish payti hamma bilan xayrlashayotib menga navbat kelganda sekingina qulog'imga "Qizim, bundan keyin ruxsatimsiz cho'ntagimni kavlaman, so'rasangiz o'zim beraman" dedi. Bu gapni shunaqangi sekin aytganki... Aslida hech kim eshitmadi, lekin mening nazdimda butun dunyo eshitganday bo'ldi go'yo. O'sha payti yer yorilmadi, yerga kirmadim. Sholg'omday qizarib ketdim, shekilli. Lekin otamning tarbiyadagi bu usuli va mana shu voqea umrbod yodimda qolgan. Otam jazo bermasdan meni jazoladi. Agar meni urishganida yoki qo'rqitib qattiqroq dakki berganida shu ish balki yana qaytarilardi, balki men hammasini unutib yuborardim. Ammo otam unday qilmadi, hammaning oldida meni izza qilmasdan, bir umrga yetgulik saboq berdi.

Emotsional ta'sirchanlik ham kognitiv usulni aks ettira oladi. Misol uchun, otaning saboqlarini eshitgan qizning aytilgan so'zlar ta'sirida tarbiya olish jarayoni buni aks ettiradi. "Otamning himoyasi menga yanayam kuch berardi", "Otamning tarbiyadagi bu usuli va mana shu voqea umrbod yodimda qolgan" – kabi fikrlar orqali kognitiv uslub shakllanishida emotsional yondashuvni ko'rish mumkin.

Eshqobil Shukur bilan olib borilgan intervyuda⁴ esa kognitiv stil reflektivlik, abstraktlik, argumentlarga boylik asosiga qurilganini guvohi bo'lamiz. Yozuvchi intervyu davomida ko'plab falsafiy, estetik va axloqiy mavzularda chuqur mulohazalar yuritadi. Ular nafaqat voqealar yoki fenomenni aks ettirish, balki ularni tahlil qilish, ularga nisbatan shaxsiy munosabatni ifodalash jarayonida ham yaqqol namoyon bo'ladi. Misol uchun, "ko'rish" va "qarash" tushunchalari orasidagi farqlar aytibgan o'rinlarda, so'zlovchining reflektiv tabiati, sermulohazaligi, tushunchalar mohiyatiga chuqur kirib borishi oydinlashadi:

XX asrda kino dunyoni zabt eta boshlaganida G'arb faylasuflaridan biri "Kino bizni ko'rishga o'rgatdi, lekin qarashdan judo qildi", degan edi (holbuki, o'sha paytdagi filmlar hozirgidan ko'ra ancha tuzuk bo'lgan). Darhaqiqat, ko'rish va qarash boshqa-boshqa tushuncha. Bir kunda ming-minglab narsalarni ko'ramiz, lekin shundan bor-yo'g'i uch-to'rttasiga qaraymiz. Qarashda dunyoqarash, fikr, ichki munosabat, hatto tuyg'u ishtirok etadi, ko'rishda esa unday emas. Dunyoning mashhur kinokompaniyalari Gabriel Garsia Markesga "Yuz yil yolg'izlikda" romani asosida badiiy film ishlanishi uchun ruxsat ma'nosidagi bittagina "xo'p" so'zi uchun millionlab dollar va'da qilishganda adib, ehtimol, ayni ko'rish va qarash orasidagi tafovutni hisobga olib, "Yo'q!" degandir.

Olam manzarasini abstrakt usulga lisoniylashuvi ham mazkur nutqiy parchada sezilib turadi. Madaniyat, ma'naviyat, vatan, til va so'zning mazmun-mohiyati haqida bildirilgan o'rinlar fikrlarning yuqori darajada umumlashtirgan tasvirlarini ifoda etadi. Eshqobil Shukur bilan olib borilgan intervyuni kuzatish natijasida uning serqirra kognitiv stilga ega ekani ko'rinadi.

Foydalanilgan adabiyotlar ro'yxati:

[1]. Lacko D, Prošek T. and others. *Analytic and holistic cognitive style as a set of independent manifests: Evidence from a validation study of six measurement instruments.* doi: 10.1371/journal.pone.0287057

[2]. Messick S. *Personality consistencies in cognition and creativity.* In Messick S, editor. *Individuality in learning.* San Francisco: Jossey-Bass; 1976: pp. 4–23.

¹ Riding RJ, Cheema I. Cognitive Styles—an overview and integration. *Educ Psychol.* 1991. Jan;11(3–4):193–215.

² <https://oyina.uz/uz/article/2964> (Murojaat sanasi: 01.12.2024)

³ Riding RJ, Wigley S. The relationship between cognitive style and personality in further education students. *Pers Individ Differ.* 1997. Sep;23(3):379–89.

⁴ <https://oyina.uz/uz/article/1402> (Murojaat sanasi: 10.12.2024)

- [3]. Riding RJ, Cheema I. *Cognitive Styles—an overview and integration*. *Educ Psychol*. 1991. Jan; 11(3-4):193-215.
- [4]. <https://oyina.uz/uz/article/2964>
- [5]. <https://oyina.uz/uz/article/3187>
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- [7]. <https://oyina.uz/uz/article/3187>

ANTROPONIMLARNING ADABIYOTLARDAGI TAVSIFI

S. Abdurazzoqova ¹*Annotatsiya:*

Bu ilmiy izlanishning asosiy maqsadi ingliz adabiyotidagi qahramonlar ismlarini tahlil qilishdan iboratdir. Adabiy qahramonlar hikoya syujetini qurish uchun yaratiladi. Odatda, yozuvchi hikoya syujetiga mos keladigan ismlarni hikoya qahramonlari uchun izlab topadi. Qo'shimcha ravishda, hikoya rivojiga hissa qo'shmaydigan qahramonlarda ismlar mavjud bo'lmaydi. Bolalar adabiyotida bu hodisa, ayniqsa, tasavvurlar dunyosida muhim rol o'ynaydi. Adabiy antroponomiya bu izlanishning bir yo'nalishidir.

Kalit so'zlar: adabiy antroponomiya, bolalar adabiyoti, urf-odatlariga asoslangan ismlar, urf-odatlardan uzoq ismlar.

Inglizlarda haqiqiy hayotda ismlar odatda farzandlariga ota-onalari yoki diniy otalari tomonidan tanlanadi yoki o'n to'qqizinchi asrning ba'zi xizmatchilariga ish beruvchilar tomonidan tanlangan. Ingliz xalqida tug'ilishlar ro'yxatga olinadigan kitob bo'lib, bu kitobda yangi tug'ilganlarga ismlar tanlash shu kitob orqali amalga oshirilgan, lekin agar u juda ahmoqona yoki shafqatsiz ism bo'lib tuyulsa, taklif qilingan ismni rad etishi mumkin edi. Biroq, familiyalar Britaniyada farzandlarga to'g'ridan-to'g'ri yoki otasining ismi qoidasiga binoan ota ajdodlaridan o'tgan va bu bola merosining bir qismi hisoblangan. Yozuvchilarning fikriga ko'ra, ismlar adabiyotda bu kabi meros qilib olinmaydi: xayoliy personajning ismini topish yoki ixtiro qilish kerak, ya'ni har qanday nom bilan atalishi mumkin. Yozuvchi Joys Karining fikriga ko'ra Uolles Robson bunday nomlash usulini juda yaxshi ishlaydigan qoida deb o'ylardi, qahramonlar hikoyada rol o'ynamaguncha, ularni nomlash kerak emas deb hisoblardi.

Ko'plab yozuvchilarga personaj uchun to'g'ri nom tanlash imkonsiz darajada qiyin ish sanaladi. "Haqiqiy ism» hali to'liq bo'lmagan yoki hatto aniq mavjud bo'lmagan xarakterga to'liq mos kelishi kerak. Bu haqiqiy ismga erishish uchun yozuvchi soyali alternativlardan voz kechishi kerak-ular orasida hozirgacha yashirin ikkilanish mavjud va bir, yangi aniq, xarakterni qabul qilish kerak. Shunday qilib, xayoliy personajni nomlash yozuvchidan ko'proq bilim olishga chaqiradi. Biroq ko'plab yozuvchilar ularning ismlari bo'lmaguncha asar yozishni boshlay olishmaydi, ammo vaqtinchalik bo'lishi mumkin. R. R. Tolkien Hobbit asarida qahramonlarga ism tanlashda ko'plab qiyinchiliklarga duch keldi; bir bosqichda Bilbo Baggins "Bingo" deb nomlanishi xavfi katta edi. Demak, qahramonning ismini o'zgartirish kerak bo'lishi tushunarli. Ko'pincha bunday o'zgarishlar nazoratga olinadi; ammo ular uzoq o'ylangan qarorlarning natijasi bo'lishi mumkin. Jorj Bernard Shou g'ayrioddiy yozish amaliyotiga ega bo'lganga o'xshaydi, chunki u anonim personajlar uchun dialog tayyorlardi.

Bunday qiyinchiliklarni yengish uchun ko'plab yozuvchilar haqiqiy hayotdagi ismlarni tanlaydilar. Shekspir Uilyam Kamdenning insholariga tayangan holda qahramonlariga ismlar tanlagan; Genri Filding obuna ro'yxatidan foydalangan; Henri Jeyms kelajakda foydalanish uchun Times gazetasidan ismlarni yig'di; Emil Zola Parij katalogini o'rgangan; va Irvin Uels o'z ismlarini Edinburg telefon daftarchasidan oladi.

M.K.Gibkaning fikriga ko'ra badiiy adabiyotda xarakter yoki qahramon tushunchasi adabiy asarlarga ma'no beradigan muhim elementlardan biri hisoblanadi. Asar qahramonlari aniqlangandan so'ng, ularga mos keladigan ismlar yaratiladi [6]. Adabiy personajga ism topish yoki tanlash juda ulkan mashaqqat talab etadigan jarayon hisoblanadi. Chunki asardagi voqealar rivoji bevosita asar qahramonlarining ismlari bilan uzviy bog'liq bo'ladi. Shunday ekan, adabiy personajga nom berish uchun yozuvchidan ilgari bilganidan ko'ra ko'proq bilim talab etiladi, chunki personajlarga semantik jihatdan juda ko'p ma'no yuklangan bo'ladi. Hali hanuzgacha, ko'plab mualliflar qahramonlariga ismlar topa olishmasa, ishga kirisha olmaydilar [1]. Bir qarashda, ismlar faqat nomlash, shaxsni tasdiqlash vazifasini bajaradi va bu jamiyatimiz a'zolari uchun tanish umumiy tushuncha hisoblanadi. Biz qachonki ismlarni o'rganish jarayonida ularni chuqurroq tahlil qilishni boshlar ekanmiz, ismlar o'zlarining shaxsni tasdiqlash rovidan tashqari, madaniy, interaktiv va ijtimoiy yo'naltirilgan funktsiyalarni bajarishini tushunib yetamiz. Chunki har bir davrda qo'yilgan ismlarda ko'plab ma'no yashiringan bo'lib, ular orqali o'sha zamon haqida, shaxslarning xarakterlari haqida tushunchalarga ega bo'lamiz. "Ismlar shunday ideal vositaki, ular yordamida jamiyatdagi o'zgarishlarni o'rganish mumkin, chunki jamiyatdagi ijtimoiy o'zgarishlar nomlash tuzilishi va amaliyotiga ta'sir qilishi mumkin" [10].

¹ Abdurazzoqova Sabohat Abdurazzoq qizi, SamDChTI mustaqil tadqiqotchisi

Badiiy ijod va lingvistik innovatsiyalar adabiy personajlarning nomlanishini tavsiflaydi. Birinchisi ishora, ikkinchisi esa doimiydir. Ikkala holatda ham inson xususiyatlaridan foydalaniladi. Shunday qilib, ular adabiy antroponimlarga aylandi. Shakl va ma'noni o'rganish adabiy kontekstda ismlarning funksiyalarini ko'rib chiqishda foydali bo'lishi mumkin. Napolano ta'kidlashicha, [2] "agar xayoliy qahramonlar mavjud bo'lsa, xayoliy ismlarni o'z ichiga olgan jumlar oddiy va noan'anaviy iboralardan iborat bo'ladi. Adabiy antroponimlar hikoya syujetiga qanday ta'sir qilishi olimlar, yozuvchilar o'rtasida ko'plab mulohazalarga sabab bo'lmoqda. Shuning uchun ko'plab olimlar adabiy antroponimlar ustida ko'plab izlanishlar olib borishmoqda. Ushbu tadqiqot ishida mana shu masala ko'rib chiqiladi.

Ismlar, shuningdek, ma'lum bir shaxsning kelib chiqishi va uning jamiyatdagi o'rnini ko'rsatadi. Har bir ism ma'lum bir sababga ko'ra paydo bo'ladi. Har bir ismning o'z tarixi, tarjimai holi va geografiasini bor. Ismlar lingvistik jihatdan realistik yoki uydurma bo'lishi mumkin. Til birligi sifatida ismlar shaxslarga nom berish uchun qo'llaniladi va shaxslarni bir-biridan ajratadilar. Ismlar, shuningdek, millatchilik, qadimiylik va yangiliklarga ega bo'ladi. Inson nomlari bilan shug'ullanadigan antroponimiya bugungi kunda alohida ahamiyatga ega. Har bir inson ism nimani anglatishi, qaysi tilga tegishli ekanligi va boshqalar haqida ko'p ma'lumotlarni bilishni xohlaydi. Shu sababli, ushbu sohani keng targ'ib qilish hamma uchun zaruratga aylandi. Ba'zida psixologik holat ta'sirida hosil bo'lgan ismlar o'zimizni, boshqa odamlarni va atrofimizni qanday qabul qilishimizga ta'sir qiladi va bu ijtimoiy amaliyotlarga ta'sir qiladi [4].

Adabiyotda ishlatiladigan nomlar adabiy ismlar yoki taxalluslar deb ataladi va ularni nazariy o'rganish adabiy antroponimlar deb ataladi. Gerus-Tarnavetskiyning so'zlariga ko'ra [3], adabiy nomlar stilistik jihatdan ko'rib chiqiladi va badiiy til va adabiy texnikaning rivojlanishi va o'zgarishini hisobga olgan holda o'rganilishi kerak. Badiiy til-bu estetik zavq berish uchun qurilgan til hisoblanib, adabiy vositalar esa muallif ma'lum bir ma'noni ochish uchun foydalanadigan tilning qurilgan shakldir.

Langendonk odamlarning aloqa ehtiyojlaridan kelib chiqqan holda [9] shaxsiy ismlarni uchta toifaga ajratadi: birlamchi rasmiy shaxsiy ismlar, ikkilamchi rasmiy shaxsiy ismlar va norasmiy shaxsiy ismlar. Shu narsa ma'lumki, adabiy ismlar ikki turga bo'linadi: urf-odatlariga asoslangan va urf-odatlardan uzoq ismlar. Urf-odatlariga asoslangan ismlar realistik va tarixiy romanlarda uchraydi va urf-odatlardan uzoq ismlar esa fantastik va tarixiy romanlarda uchraydi. Xuddi shunday, ismlar ramziy ma'noga ega bo'lishsa, an'anaviy ismlar va shaxsning o'ziga xos xatti-xarakatlarini ifodalaydigan ismlar esa noan'anaviy ismlar deb ataladi. [8]. Shuningdek, u syujet rivojlanishidagi personajlarning rollarini tavsiflovchi adabiy nomlarda uchraydi.

Personajlar nomlari yozuvchining ijodkorligiga qarab farq qiladi. Yozuvchi maqsadlaridan biri hikoyalardagi voqealar rivoji haqida ma'lumot berishdir. Ularning ma'nosini bashorat qilish uchun ismlarning tuzilishi uni yetkazishga qodir bo'ladi. Nazariy jihatdan olganda, nomlarning ikki turi bo'lmish an'anaviy va noan'aviy ismlar barcha janrlar, ya'ni realistik, xayoliy va epic janrlar uchun tatbiq etiladi.

Xulosa. Adabiy antroponimlar yozuvchi tomonidan hikoyada voqealar rivojini boyitish jarayonida qahramonlarning rolini aniqlash yoki tavsiflash uchun yaratiladi. Ikkalasi ham o'quvchilar ismlarning tipologiyasini diqqat bilan o'rganib chiqib, bunday ismlarning ma'nosini yaxshiroq tushunishlari uchun zarurdir. Hayotimizda ishlatiladigan ismlar bilan fantastik asarlardagi ismlar orasidagi farqlarni va o'xshashliklarni topishni o'quvchi o'rganadi. Bundan tashqari, janrlar ishlatilishi kerak bo'lgan nomlarning turini belgilaydi: an'anaviy yoki noan'anaviy. Va nihoyat, shuni ta'kidlab o'tish joizki, o'quvchilarning nomlarga bo'lgan munosabatini o'rganishga qaratilgan tadqiqotlarni yanada jadal davom ettirish kerak.

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BORIS PASTERNAK VA ABDULLA ORIPOV SHE'RLARINING TAHLILI

A. Babajanova ¹

Annotatsiya:

Tezisdan iste'dodli rus shoir Boris Pasternak va Abdulla Oripovlarning ilk ijod pallasidagi o'xshashliklar haqida fikr yuritilgan. Ilgari surilgan fikrlar aniq she'rlar tahlilida ochib berilgan.

Kalit so'zlar: she'r, hayotsevarlik, o'xshashlik, lirik subyekt, badiiy-ijtimoiy g'oyalar, qiyosiy tahlil.

Ma'lumki, barcha shoirlarda haqiqiy lirik subyekt obrazi sekin-astalik bilan shakllanadi. "Har bir shoir singari u ham havaskorlik, izlanish bosqichini bosib o'tadi. Yulduzlar, tog'lar, kapalaklar haqida yozdi. Ulardan she'r izladi. Biroq u o'qish-o'rganishni tez bosib o'tdi, she'riyatning missiyasini, inson va jamiyat hayotidagi o'rni va ahamiyatini juda erta angladi" [1, 391]. Abdulla Oripov ijodi haqida aytilgan ushbu fikr rus shoiri Boris Pasternak ijodiga ham mos keladi. Shoir ijodining dastlabki o'n yili davomida yaratgan she'rlarida lirik subyektning hissiy holatini keskin ochilmaydi, tabiatning sokin tasviri yoki turmushning oddiy oqimi fonida aks ettiriladi. Bunda lirik subyekt shaxs sifatida keskin ajralib turmaydi, yoki o'zining badiiy-ijtimoiy g'oyalari ochiq aytilmaydi. Masalan, shoirning «Sen bu rolni o'ynading shunday!» (Ты играла эту роль!) deb boshlanuvchi she'rini fikrimiz isboti sifatida tahlil etish mumkin:

Sen bu rolni o'ynading shunday!
Suflerligim unutdim butkul!
Birinchi bor yecholmaganda,
Ikkinchisin kuylashgan, alhol!
Bulut bo'ylab suzardi qayiq.
O'rilgan pichanli o'tlog'i yonida.
Shaldiragan shlyuz – qayiq burniday
Sen bu rolni o'ynading shunday...
Sen shunday! – o'ynading
rollar ichra eng yaxshi roling! [3,31]

Mazkur she'rda biz Boris Pasternakning hayrati, sahna asaridan ta'sirlanganini kuzatamiz. Bu esa undagi lirik subyektning ta'sirchan, tajribasiz ekanliginiga ishora qiladi. Bunda lirik subyekt o'z munosabatini tabiat bilan uyg'unlikda, aniq tasavvur qilib ifodalaydi. Natijada she'rda lirik subyektda romantikaga biroz moyillik borligi ham kuzatiladi. Muhimi she'rda shoir ijtimoiy hayotdan nolish yoki biror keskin fikrlar aytishdan ko'ra, vaziyatni tavsiflashga intilgani yaqqolroq seziladi. Bu lirik subyektda hayotsevarlik, voqelikni teran idrok etish va tushunishga qiziqish kuchliroq ekani bilan izohlanadi.

Aynan shu xususiyat Abdulla Oripov she'riyatida ham uchraydi. Xususan, shoirning "Kapalak va men" nomli she'rda borliqdagi bitta detal-obrazga munosabati orqali hayotsevarlik, tabiatparvarlik g'oyalari aks ettiradi:

Kapalakning uchishin uzoq
Kuzatdim ham yurdim ortidan.
Qarshimizda g'unchalar porloq?
Miltirar shudring chaman sathidan.
Allaqanday kezib tinimsiz
Yig'dik rosa zavq atirlarin.
So'ngra baham ko'rdik ikkimiz,
Menga tegdi shu satrlarim. [2, 17]

Mazkur she'rda kapalak obrazi orqali lirik subyektning tabiatga oshnoligi, borliqning bir qismini o'rganishi aks ettirilgan. She'r barmoq vaznining 9 bo'g'inli turkumida yozilgan, 4+5 tarzda turoqlagan, har ikkala band bir hil – a-b-a-b tarzda qo'qiyalangan. O'qilishi nisbatan yengil bo'lib, murakkab metaforik ifodalar yo'q. Lekin she'rda lirik subyekt borliqqa qiziqish bilan, sinchkovlik bilan munosabatda bo'lgan. Natijada uning kapalak turmush tarzini yaxshi o'rgangani, kuzatuvchanligi ko'zga tashlanadi.

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Abdulla Oripov yana bir she'rida ham osmon, yulduz kabi detallar ham borki, ular badiiy matn mazmuniga teranroq kirish uchun belgi vazifasini bajaradi:

Deyman osmonlarning hiloli bo'lsam,
Hulkar va Zuhrosi bo'lgim keladi.
Shu go'zal o'lkamda kamolga to'lsam,
Porloq yulduzlarday kulgim keladi.
Yulduzlar, o bo'shliq, musaffo chiroy!
Sen ilhom gulida kumush shabnamday.
Ucharman siz bilan bir kun paydar-pay,
Osmon gumbazida bahsga tushganday. [2, 15]

Mazkur o'rinda birinchi galda she'rda lirik subektning hayotiy maqsadi, ijodiy dasturi ifodalangan deyish mumkin. Ammo undagi yulduz, xususan Hulkar, Zuhro yulduzlari badiiy belgi sifatida lirik subekt, ayni paytda, muallifning ham, ijodiy niyati, kelajakdagi yuksak niyatlariga belgi sifatida ishora qiladi. Ishora qiladi, deyishimizga sabab, hali kelajak noaniq, ammo umid bor. Shuning uchun unga yulduz badiiy belgi sifatida ishora bergan.

“Har bir shoir singari u ham havaskorlik, izlanish bosqichini bosib o'tdi. Yulduzlar, tog'lar, kapalaklar haqida yozdi. Ulardan she'r izladi. Biroq u o'qish-o'rganishni tez bosib o'tdi, she'riyatning missiyasini, inson va jamiyat hayotidagi o'rni va ahamiyatini juda erta angladi”¹. Xususan, Abdulla Oripovning o'tgan asrning oltmishinchi yillari yozilgan she'rlarida lirik subyekt endi nisbatan qat'iyatli, aniq hayotiy maqsadga ega, hayotiy pozitsiyasini belgilab olgan shaxs sifatida namoyon bo'la boshlaydi. Buni “Umr duch qilarkan kimga bir-birni” [2, 20] deb boshlanuvchi she'r tahlilida ko'rish mumkin:

Umr dush qilar kimga bir-birni
Tahlil etmoq darkor avval taqdirni.
Pahlavon emasman, ko'kni yer, yerni –
Osmon aylamoqni kutmagil mendan.

Keltirilgan she'riy bandda lirik subyekt endi fasl boshida ko'rganimizga nisbatan donoroq, hayotni teran anglab, turmush haqida shaxsiy fikriga ega odamdek taassurot qoldiradi. Bunda XX asrda odamlar orasidagi o'zaro munosabatda samimiylikdan ko'ra, shaxsiy manfaatga ko'proq e'tibor berilayotganini ochib beradi. Bu ijtimoiy muammo jamiyatning ma'naviy qashshoqlashishga olib borishini yaxshi tushungan lirik subyekt o'zidan dunyoda amalga oshirishning imkoni bo'lmagan yumushni bajarishni kutayotgan odamga (balki yaqin do'stidir, ko'ngil odamidir) murojaat qiladi. Bu yerda birinchi galda, insonni inson sifatida tushunush talabi o'rtaga chiqadi. Lirik subyekt o'zi murojaat qilayotgan odamdan, meni qanday maqsadga erishish yoki biror muammoni hal etish vositasi emas, balki odam deb anglash, boricha qabul qilishni so'ragan. Chunki XX asr o'rtalariga kelib insonni tabiiy mavjud jonzo, deb emas, balki ijtimoiy mexanizm, ulkan mashinaning biror qismi sifatida ko'rish ustunlik qilar edi.

Demak har ikkala shoir ijodining ilk bosqichlarida hayotni kuzatish, borliqni teranroq idrok qilish va o'rganishga moyilligi bilan bir-biriga yaqin bo'lgan deyishimiz mumkin.

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SHAXLARARO MULOQOTDA ISHONCH HISSINING AHAMIYATI

S. Mirzakamolova ¹

Annotatsiya:

Ishonch muloqot xarakteristikasi bo'lib, u inson shaxsini shakllantiradi va insonlar bilan ishonchli munosabatlarni o'rnatadi. Bu maqolada ishonch tushunchasi va ishonchli suhbatda psixologiya va psixolingvistika xarakteristikasi "ishonch" va "ishonchlilik" kabi yondosh tushunchalar bilan taqqoslab analiz qilinadi. Maqolada shaxslararo muloqotda samimiylig konsepsiyasi borasida fikr yuritiladi.

Kalit so'zlar: ishonch, ishonchli suhbat, sadoqat, rostgo'ylik, samimiyat, yoqtirish, ishonchlilik, ishonuvchanlik.

Kirish

Ishonch –har bir insonda bo'lishi kerak bo'lgan xotirjamlik, his-tuyg'u, ruhiy holat hamda insonlarni harakatga chorlovchi kuchdir. Har qanday tirik inson bor ekan, uning nimagadir bo'lgan yoki kimgadir bo'lgan ishonchi bo'ladi va buning ostida qandaydir maqsad yotadi. Har qanday narsaning boshlanishi ishonchga tayanadi.

So'nggi yillarda "ishonch" tushunchasiga va mavzusiga bo'lgan qiziqish ortib bormoqda. Bir tomondan bu inson hayotini har qanday jabhada ilmiy asoslab o'rganishga qaratilsa, boshqa tomondan bu tushuncha o'rganishga qiyinligi va kam o'rganilganligi bilan farqlanadi. Bizning nazdimizda, ishonch hissini insonlararo aloqada turli tuman ko'rinishlarda real anglash mumkin, masalan, og'zaki muloqotda, do'stona va qalban suhbat qurganda yoki oilaviy suhbatlarda.

Tadqiqot metodologiyasi

Bunda biz ishonchli suhbatda psixologiya va psixolingvistika xarakteristikasini "ishonch" va "ishonchlilik" kabi yondosh tushunchalar bilan taqqoslab analiz qilamiz. Ishonchli suhbatning verbal yoki noverbal holat markerlarini o'rnatish mumkin hisoblanmaydi. Hammaga ma'lumki, ishonch tushunchasi insonning fundamental holatiga va boshqa insonlar bilan birga ijtimoiy aloqalarining shakllanishi bilan bog'liq.

Ishonch- bir shaxsning boshqa shaxsga nisbatan adolati, haqqo'yligiga, samimiyligiga, vijdonli ekanligiga amin bo'lish. Boshqacha qilib aytganda, insonlar o'rtasidagi o'zaro sadoqat, samimiy munosabatlar ishonch asosiga quriladi. Shunga e'tibor berish kerakki, bu tushunchani talqin etuvchilarning ta'kidlashlaricha, ishonch o'zining murakkabligi bilan keng interpretatsiya qilinadi. V.Yu.Stolyar ishonch ijtimoiy muhit, harakat sharti, ijtimoiy harakatning ichki strukturasi, ijtimoiy muloqotning ichki sabablarini aniqlaydi [1].

Alisher Navoiy inson umrini aziz va mukarram deb biladi. Vaqtni qadrlaydi. Shu bois notiqlik san'ati haqida fikr yuritganda nutqning ishonchli bo'lishini, haqiqat ustuvorlik qilishi lozimligini bosh masala deb qaraydi. Aks holda, tinglovchi]arda zerikish paydo bo'ladi. Bu notiq obro'siga putur yetkazishi tabiiydir. Alisher Navoiy «Voiz uldurki, majlisig'a xoli kirgan to 'lg 'ay va to 'la kirgan xoli bo'lg'ay. Voizkim, bo 'lg 'ay olim va mutaqiy - aning nasihatidin chiqqan shaqiy. Ulki, buyurib o'zi qilmag'ay, hech kimga foyda va asar aning so'zi qilmag'ay. Nazoirxon bila surguvchi maqol - dastyor bila yirlag'uvchi qavvol» deb, yana bir bor notiqlik mahorati fazilatlarini yorqinroq ochib beradi.

Ishonchning ko'p uchraydigan ikkita fundamental belgilari- bular: rostgo'ylik va samimiyat. Adresantning samimiyligi ishonchli muloqot sharti bo'lib xizmat qiladi. Tadqiqotlar natijasida shu narsa aniq bo'ldiki, ishonch "samimiyat", "amin bo'lish" kabi tushunchalar bilan juda yaqin lekin, eng yaqin tushuncha bu-"sadoqat" ekan. Ishonch va sadoqat tushunchalarining qiyosiy tahlilda psixosotsial fenomen sifatida shunday xulosaga kelindi; qaysiki, ishonch va sadoqatning umumiy ma'nolari bo'lishiga qaramay, ular asosida bir biridan farq qiluvchi xarakteristikalar yotibdi. Ular o'rtasidagi asosiy farq shundaki, ishonch shaxslararo muloqotda o'zining ratsional asosiga ega, lekin sadoqat tushunchasida bu asos yo'q. Ishonch bu e'tiqod tushunchasi bilan bog'liq bo'lib, u insonning hayot tajribasi asosida uning bilimlari, haqiqatlari bilan bog'liq. Sadoqat esa aksincha, qandaydir bilim va tekshiruvlarni talab etmaydi, shunchaki insonning hech qanday dalilsiz ichki ishonchidir.

Ishonch ikkita asosiy fenomen bilan anglashiladi. Ular ya'ni ishonchlilik va ishonuvchanlik. Lug'atlarda bu har ikki so'z turlicha tarjima qilinadi; ishonchlilik-kimgadir to'liq ishonch bilan gapirish; ishonuvchanlik-boshqalarga shubha-gumonsiz to'liq ishonish. Ishonchlilik ishonchli muloqotda so'zlovchi xarakteri bilan uyg'unlashadi.

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Ishonuvchanlik leksemasi-bu inson xarakteridan kelib chiqib, uning soddaligini, boshqa insonlarga so'zsiz, shak-shubhasiz, har qanday yolg'onga ham tezda ishonadigan insonga nisbatan ishlatiladi.

"Ishonchli" leksemasi ko'p xollarda boshqa leksemalar bilan sintagmatik bog'lanib keladi: ishochli suhbat, ochiq ishonchli dialog, ishonchli suhbatlar xarakteri, yurakdan va ishonchli gapirish va boshqalar. Demak, bu uyg'unlik shuni ko'rsatadiki, ishonchlilik- bu muloqot xarakteristikasidir.

Ishonch so'zining ko'p qirrali va ko'p ma'noli ekanligini I.V. Glushkoning ilmiy ishida ham ko'rishimiz mumkin. Uning fikricha, ishonch sodiqlik, aminlik, rozilik, hamkorlik, sherikchilik, do'stlik, inoqlik; hisob, xavf-xatar, bashorat, taxmin; rag'bat, tushunish, rozilik, intuitsiya, g'oyibona kuch va oldinda xis qilish kabi boshqa turli sotsiomadaniy va psixologik fenomenlar bilan anglashiladi [2].

Ishonch ijtimoiy-madaniy fenomen bilan o'zida bir nechta qimmatli komponentlarni jamlaydi: munosabatlardagi samimiylik, o'zaro bir-birini tushunish xarakteriga ega o'zaro ijtimoiy aloqa va uning rivojlanishidagi aniq bir dinamizmdir. Ishonch- jamiyatda ijtimoiy o'zaro ta'sir natijasida insonlarning xarakterini aniqlashda o'z-o'zini namoyish qilish orqali aniqlanadigan ijtimoiy tushunchadir [3].

Shu bilan birgalikda, ishonch insonning ijtimoiy guruhga mansubligi, daxldorligi, ehtiyojmand ekanligi belgisi xisoblanadi. A. Maslovning fikricha, ishonch- bu sevgi, xurmat, e'tibor bilan xarakterlanadi [4].

Inson hayotda boshqa bir insonga ishonishiga to'g'ri keladi va u insonlar bilan munosabatda insondan faqat yaxshi natija kutadi, ishonchli bo'lmagan munosabatlardan qochadi [5]. Jamiyatda ishonchsizlik insonlarni bir-biridan uzoqlashtirib, ijtimoiy ishonchni qadrsizlanishiga olib keladi.

Tahlil va natijalar

Darhaqiqat, ishonch insonlar bilan munosabatlardagi asosiy ta'minot elementidir. Insonning ishonchli muloqotga intilishi eng avvalo uning tabiati bilan bog'liq [6]. Ishonchli muloqot zahirida insonning boshqa insonlar bilan iliq, his-tuyg'uga boy munosabatlari yotadi. Boshqa insonga ishonish subyektning o'z munosabatlarini o'zaro davom ettirish yoki ettirmasligini mo'ljallaydi [7].

Ishonchning funksiyalari insonning o'z-o'zini anglash bilan bog'liq psixologik yengillik va psixologik yaqinlikdir [8].

I.V.Antonenko ishonchning to'liq funksiyalarini guruhlariga ajratadi: hamkorlik funksiyasi, hisoblash funksiyasi, kommunikativ funksiya, interaktiv funksiya, perspektiv funksiya, kuchsiz funksiya, boshqaruvchi funksiya, bashorat funksiyasi, mo'ljallovchi funksiya, ta'sirlantiruvchi funksiya, stabilashtiruvchi funksiya, psixologik funksiya, shaxsiy funksiya, umumlashtiruvchi funksiya va fon funksiyasi [9].

Ishonchning bunday keng ma'no mazmuni bir tomondan uning qiyin sotsio- psixologik xarakterga ega ekanligini, boshqa tomondan ishonchning do'stlik, qalban yaqinlik, munosabatlarda ochiqlik kabi ma'nolarni anglash mumkin. Ishonch o'zi bilan birga insonlarning umumiy harakatlarini, o'zaro bir-birini tushunish va hayot haqidagi umumiy qarashlarga ega ekanligini bildiradi. S.V.Gelfanovning fikriga qo'shilgan holda shuni aytish mumkinki, ishonchli munosabatlarning rivojlanib borishi bu suhbatdoshlar o'rtasidagi bir -birini yoqtirish yoki birining boshqasiga yoqishi sabab bo'ladi. Shu narsa xarakterliki, bir-birini yoqtirgan insonlar o'rtasida hamisha qalban bir-birini his qilish va ishonch mavjud bo'ladi [3,o'sha joyda].

Xulosa

Yuqoridagi fikr va mulohazalardan shuni xulosa qilish mumkinki, "ishonch" va "ishonchli suhbat" tushunchalari insonning ruhiy ijtimoiylashuvi aspekti bo'lib, hayotiy va ijtimoiy xarakterga ega. Demak, ishonch yordamida insonlar bir-birlari bilan o'zaro ruhiy jihatdan aloqaga kirishadilar, o'zaro axborot almashadilar, bir-birlariga ta'sir o'tkazadilar, bir-birlarini his qiladilar.

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BOG'DORCHILIK TERMINLARINING ETIMOLOGIK KELIB CHIQISHI

A. Diyarov ¹*Annotatsiya:*

Ushbu maqolada bog'dorchilik terminlarining etimologik kelib chiqishi, hamda etimologik bosqichlari tahlil qilinadi.

Kalit so'zlar: overwatering, underwatering, mulching, compost, dressing, topping.

Biz bilamizki har bir terminning etimologik kelib chiqishi bo'ladi. Shunday ekan ingliz tilidagi bog'dorchilik terminlarining ham asl kelib chiqishi mavjud. Etimologik bosqichi: Mazkur terminning ingliz tiliga kirib kelishi 4 bosqichdan iborat. Dastlabki bosqich, drupa lotincha so'z orqali; o'rta lotin tili davrida zaytun va bodomga nisbatan ushbu leksik birlik ishlatilgan; Fransuzlar esa o'rta lotin tilidan o'zlashtirib drupe tarzida o'zlarining tillariga kiritadi hamda Ingliz olimlari bu so'zni XVIII asrning boshlarida ingliz tiliga kirib keldi.

Tilga ma'nosi jihatdan ta'sir qilishi: Ushbu drupe atamasi odatda ichida danagi bor mevalarga nisbatan qo'llaniladi, ya'ni mazkur termin danaklilar ma'nosida qo'llanilishining guvohi bo'lindi.

Ingliz tilidagi bog'dorchilik terminlari orasida o'simliklarni o'stirish va parvarish qilish mavzuviy guruhiga oid leksik birliklar ham uchraydi.

Overwatering, underwatering, mulching, fertilizer, manure, compost, top dressing, pruning, coppicing, weeding, transplanting, topping, Soil PH, loam kabi terminlar uchraydi.

Ular orasidan coppicing termiga ta'rif beradigan bo'lsak:

Kelib chiqishi: eski fransuz tilining couper= to cut so'zidan olingan.

Etimologik bosqichi: Eski fransuz tilining couper so'zi;

O'rta asrlar ingliz tilisida bu termin copice tarzida qo'llanilgan va bugungi kunga kelib, bu terminni coppicing tarzida o'zlariga o'zlashtirib olganlar.

Tilga ma'nosi jihatidan ta'siri: mazkur terminning asosini coppice (o'rmon, buta) so'zi tashkil qiladi va jarayonni ifodalashi uchun – ing qo'shimchasi qo'shilishi natijasida coppicing termini hosil qilingan. Ushbu leksik birlikning ma'nosi ko'chirish deyilishi mumkin. Ingliz – ingliz izohli lug'atida mazkur terminga o'simliklarni ildizidan ko'chirib, boshqa joyga o'tkazish ma'nosida qo'llanilgan.

Xuddi shunday terminlar qatorida weeding terminini ham uchratish mumkin.

Kelib chiqishi: sof inglizcha so'z bo'lib, eski ingliz tilida wēod – yovvoyi o'simlik, giyoh ma'nosida qo'llanilgan.

Etimologik bosqichi: 2 davrni boshidan o'tkazgandan so'ng mazkur leksema shunday ko'rinishga keldi. Eski ingliz tilida yuqorida ta'kidlanganidek wēod tarzida qo'llanilgan bo'lsa, o'rta asrlar ingliz tilisida weede tarzida o'zgartirildi. Bugungi kunga kelib esa, mazkur terminning asosini weed leksikasi tashkil qiladi.

Tilga ma'nosi jihatdan ta'siri: bugungi kunga kelib, weeding termini jarayon harakati hisoblanib, bog'dorchilik tajribasida o'tlarni tozalash, o'tamoq, sug'irib tashlamoq ma'nosida qo'llanilmoqda. Ushbu termin ma'no ko'chish xususiyatiga ega ekanligini inobatga olib, metaforik ma'nosi borligini, bunda weeding out tizim yoki guruhdagi biror noma'qul elementlarni olib tashlash ma'nosida ham ishlatilishi mumkin.

O'simlikni parvarishlash uchun tuproqqa yaxshilab ishlov berish kerakligini barchamiz bilamiz, shu nuqtayi nazardan, o'g'itlash bo'yicha ham bir nechta bog'dorchilik terminlarini uchratish mumkin. Jumladan, fertilizer, compost, manure, side dressing, nutrient deficiency kabi. Shular orasidan fertilizer terminini etimologik tahlilga tortadigan bo'lsak, quyidagi natijalarni olish mumkin bo'ladi.

Kelib chiqishi: Lotin tilidan olingan, fertilis – hosildor, mevali ma'nosida qo'llanilgan.

Etimologik bosqichi 3 davrni o'z ichiga oladi. Dastlabki, lotin tilidan olingan fertilis, o'rta asrlarda fransuz tilida ushbu termin fertiliser tarzida o'zgartirilgan.

XVII asrga kelib esa ingliz tiliga fertilizer tarzida ingliz tiliga qabul qilingan.

Ma'nosi jihatdan esa ushbu termin bugungi kunda o'simliklar uchun ozuqa bo'ladigan, hosildorlikni oshirishga yordam beradigan vosita ma'nosida qo'llanilib kelinmoqda. Ushbu atama hozirda qishloq xo'jaligi sohasida ham bog'dorchilik sohalarda ham birdek foydalanilmoqda.

Barchamizga ma'lum bo'lgan bog'dorchilik va boshqa qishloq xo'jaligiga oid sohalarda qo'llaniladigan compost terminining etimologik tahlil qilinganda quyidagi ma'lumotlar olindi:

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Kelib chiqishi bo'yicha ushbu termin lotin tilidagi componere so'zidan olingan.

Etimologik bosqichiga to'xataladigan bo'lsak, dastlab lotin tilidagi componere ya'ni birlashtirish ma'nosida qo'llanilgan. Eski fransuz tiliga esa Compōst tarzida kirib kelgan. Ingliz tiliga esa eski fransuz tilidan deyarli shakli va talaffuzi o'zgarmasdan olingan. Natijada, hozirgi zamonaviy ingliz tilida ham o'zgarmasdan foydalanilishi XIV asrlardan boshlanadi.

Ma'nosi jihatidan ushbu termin qishloq xo'jaligi va bog'dorchilik sohalarida juda muhim o'rin egallaydi. Tuproq unumdorligini oshirish uchun organik moddalar aralashmasidan hosil qilingan unumdor vosita sanaladi. Tuproq bilan aralashtirilib, mevali daraxtlarning tagiga to'kilsa, hosildorlik oshishiga xizmat qiladi.

Bog'dorchilik terminlarini ingliz tilidagilarini tahlil qilish jarayonida bir qiziq holatga ham guvohi bo'ldik, sababi, ayrim inson xislatiga oid bo'lgan barchaga mashhur leksik birliklarning o'simliklar bilan bog'liq tarjimalari yuzaga chiqdi. Shunday so'zlardan biri Honesty sanaladi.

Honesty (halollik, vijdon) ma'nosini beruvchi o'simlik bu Lunaria annua. Honesty atamasining asl kelib chiqishi ham lotin tilidan olingan honestus. Etimologik bosqichi 3 davrni o'z ichiga oladi. Ya'ni lotin, eski fransuz va hozirgi ingliz tili davrlari. O'rta asrlarning ingliz tilisida ham bu atama Honestie tarzida foydalanilgan.

Etimologik tahlillardan shunday xulosaga kelish mumkinki, dunyo bog'dorchilik terminlarining ingliz tiliga ko'chishi oson kechmagan, ingliz tiliga bog'dorchilik terminlari juda oson ko'chgan va talaffuz hamda imlo uchun juda qulay tarzda o'zlashtirishgan. Aslida, bunday terminlarni sof inglizcha deyish ham mumkin, buning asosiy sababi, lotin tilidagi o'zak bugungi kunda ingliz tilida keltirilgan o'zakdan butunlay farq qiladi, lekin shunda ham manbalar bunday terminlarni boshqa tillardan olinganligini ko'rsatilishi, ingliz tilining boshqa tillardan so'z olishini mahoratli desak mubolag'a bo'lmaydi.

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AMERIKA ROMANTIZMI DAVRINING MUHIM JIHLATLARI (VASHINGTON IRVING ASARLARI MISOLIDA)

S. Rasulova ¹*Annotatsiya:*

Ushbu maqolada XIX asrning boshlarida Amerika adabiyotida yuzaga kelgan va turli janrlarda o'z ifodasini topgan adabiy oqim Amerika romantizmi haqida so'z boradi. Bu davrda, ayniqsa, hissiyot, tabiatga muhabbat, insonning ichki dunyosiga qiziqish kabi mavzular oldinga chiqadi. Amerika romantizmi davrining o'ziga xos yondashuvi bilan Yevropadagi romantizm oqimidan ajralib turish bo'yicha turli qirralari ochib beriladi.

Kalit so'zlar: romantizm, proza, adabiyot, lingvopoetik vositalar, personaj nutqi, badiiy-estetik hodisa, ijodiy yondashuv va uslub.

Amerika romantizmi asosan XIX asrning 20-30-yillarida shakllanib, keyinchalik XIX asrning ikkinchi yarmida o'zining yuqori cho'qqisiga erishgan. Bu davrda Amerika prozasining o'ziga xos xususiyatlari yuzaga keldi, ularning orasida ko'plab yangi janrlar va uslublar paydo bo'ldi.

Amerika romantizmining muhim jihatlari:

1. Tabiat bilan bog'lanish: Romantik yozuvchilar tabiatni insonning ichki holatini aks ettiruvchi muhim bir o'zlik sifatida ko'rganlar. Tabiat, shu jumladan Amerikaning keng bo'shliqlari va qo'riqxonalar manzaralari, insonning ruhiyatini ochib berishda yordamchi rol o'ynadi.
2. Individning ahamiyati: Amerika romantizmi ko'pincha insonning ichki dunyosi, uning his-tuyg'ulari, o'zini-o'zi anglashga qaratilgan. Bu davrda shaxsiy erkinlik va individualizmning ahamiyati ko'rsatildi.
3. Idealizm va erkinlik: Amerika romantizmining o'ziga xos xususiyatlaridan biri idealizm edi. Yozuvchilar yangi erkin jamiyatda, o'zligini topgan va o'ziga xos dunyoqarashga ega bo'lgan shaxslarning ko'pligini tasvirladilar.

Amerika romantizmi adabiyotida tabiat, individuallik va fantastika asosiy mavzulardan biri bo'lib, Vashington Irving bu oqimni nafaqat o'zining xalqni tasvirolovchi hikoyalari bilan, balki o'zining keng ko'lamli adabiy ijodi bilan mustahkamladi. Uning asarlari Amerika romantizmi prozasining rivojlanishiga katta turtki bo'ldi.

Amerika romantizmi prozasining shakllanishida Vashington Irvingning o'rni beqiyosdir. U o'zining asarlari bilan Amerika adabiyotining birinchi katta yutuqlaridan birini yaratdi. Irvingning asarlari, ayniqsa, "Rip Van Winkle" va "The Legend of Sleepy Hollow" romantik adabiyotning asosiy motivlari: tabiat, xalq e'tiqodi, va xayolparastlikni o'z ichiga oladi.

Irving, shuningdek, Amerika tarixini va xalq an'analari o'ziga xos, fantastik tarzda tasvirlab, o'z davrining xalqining ruhiyatini aks ettirgan. Uning asarlari Amerika romantizmga xos bo'lgan ko'plab elementlarni – milliy tarix, folklor, va fantastik unsurlarni o'z ichiga oladi. Shunday qilib, u nafaqat adabiy san'atning rivojlanishiga, balki Amerikada o'ziga xos milliy adabiyotning shakllanishiga ham hissa qo'shgan.

Amerika romantizmi XIX asrning boshlarida mustaqil Amerika davlati shakllanishi va yangi ijtimoiy, siyosiy sharoitlar bilan bog'liq holda rivojlana boshladi. Amerika adabiyotida romantizm asosan Yevropadagi romantizm oqimi bilan parallel ravishda shakllandi, lekin uning o'ziga xos xususiyatlari bor edi. Amerikaning tabiatining cheksiz kengligi, yangi yerlarning kashf etilishi, va mustaqillikni mustahkamlashga bo'lgan intilish romantizmning bu yerda o'ziga xos shakllanishiga sabab bo'ldi.

Bu davrda, adabiyotda milliy kimlikni shakllantirishga, yangi yurti tasvirlashga, va o'ziga xos xalq an'analari va urf-odatlarini rivojlantirishga katta e'tibor berildi. Amerika romantizmi o'zining mustaqil jamiyat, erkinlik va tabiiy go'zallikni ulug'lash kabi asosiy g'oyalari bilan Yevropadagi romantizmga nisbatan farqlanadi.

Adabiyotda romantizm asarlarning rang-barangligi

Amerika romantizmining adabiyotdagi rang-barangligi uning ko'plab janrlar va uslublarda ifodalanganligida ko'rinadi. Romantizmning bir nechta asar janrlari orasida:

- Poema va hikoya: Adabiyotning bu janrlarida tabiatning go'zalligi va inson ruhiyatining xilma-xilligi tasvirlangan.
- Tarixiy va fantastik hikoyalar: Vashington Irving va Edgar Allan Po kabi yozuvchilar, fantastika, qo'rqinchli hikoyalar va xalq rivoyatlariga asoslangan asarlar yaratdilar.

¹ Rasulova Soxiba Ulug'bekovna, SamDCHTI mustaqil tadqiqotchisi

- Utopik va distopik janrlar: Bu janrlarda yozuvchilar ideal jamiyat yoki uning buzilgan ko'rinishlarini tasvirlab, o'z davrining ijtimoiy muammolariga murojaat qilganlar.

Amerika romantizmida adabiyotda shuningdek, qahramonlarning qiyinchiliklar orqali o'z- o'zini kashf qilish jarayoniga urg'u berilgan.

3. Inson hissiyotlarini tadqiq qilish

Romantizm adabiyotining asosiy jihatlaridan biri — insonning hissiyotlarini, ruhiyatini va ichki dunyosini chuqur tahlil qilishdir. Yozuvchilar insonning o'ziga xos his-tuyg'ulari, orzulari, shuningdek, tabiat bilan bog'lanishining muhimligini ko'rsatadilar. Amerika romantizmi, ayniqsa, tabiat bilan shaxsiy va hissiy aloqaning o'ziga xosligini tasvirlashga katta e'tibor qaratdi. Tabiat, shuningdek, o'z- o'zini anglash va yuksak ma'naviyatni izlashda asosiy vosita sifatida ko'rigan.

Amerika romantik yozuvchilari, masalan, V.Irving, F.Kuper, E.A.Po, G.Melvill, kabi bir qator yozuvchilar insonning ichki dunyosini, axloqiy va madaniy qadryatlarni, o'z-o'zini anglashni chuqur tasvirlagan. Ular insonni o'zining ichki kurashlari va tabiat bilan aloqasida izlanishga undaganlar.

4. Romantizm vakillari tilining tasviriy vositalari

Amerika romantizmida tilning tasviriy vositalari juda muhim rol o'ynagan. Yozuvchilar tabiatning go'zalligini, insonning ichki dunyosini, va ijtimoiy muammolarni tasvirlashda ko'plab tasviriy vositalardan foydalanganlar. Bu vositalar orasida:

- Metafora va simvolizm: Tabiatdagi elementlar, hayvonlar va boshqa narsalar ko'pincha insonning ichki holatini, uni qamrab olgan tushunchalarni ifodalash uchun ishlatilgan. Masalan, Edgar Allan Po o'zining qorqinchli hikoyalarda qorong'ulik, yovvoyi tabiatni insonning dahshatli ruhiy holatlari bilan bog'lagan.

- Tafsif va tasvirlash: Yozuvchilar tabiatni va uning go'zalligini aniq va batafsil tasvirlab, o'quvchini o'z asarlariga jalb qilishgan. Tabiatni tasvirlash orqali ular insonning his-tuyg'ulari va hissiy holatini ifodalashgan.

- Oldindan aytib berish (konstrukt): Romantik yozuvchilar o'z hikoyalarda kelajakdagi voqealarni oldindan aytib berish vositasidan tez-tez foydalanishgan, bu esa o'quvchiga sirli va kutilmagan voqealarni taqdim etgan.

Xulosa o'rnida aytishimiz mumkinki, Amerika romantizmi adabiyotining birinchi fasli, Amerika adabiyotining yangi shakllanishini va hissiyotlar, tabiat, erkinlik kabi g'oyalarni yoritishga qaratilgan. Romantizm asarlari rang-barang bo'lib, inson ruhiyatini, uning ichki dunyosini va tabiat bilan aloqasini chuqur tahlil qilishga e'tibor qaratgan. Romantizm vakillari o'zlarining tasviriy vositalari orqali tabiat va inson ruhiyatining o'zaro aloqalarini, fikrlarni va hissiyotlarni taqdim etganlar.

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O'ZBEK SIYOSIY DISKURSINING KOGNITIV-DISKURSIV TAHLIL

F.J. Yakubov¹

Annotatsiya:

Ushbu maqolada o'zbek siyosiy diskursining kommunikativ-pragmatik strategiyasi Prezident siyosiy nutqlari misolida tahlil qilinadi.

Kalit so'zlar: strategiya, kommunikativ, kommunikativ taktika, siyosiy diskurs, kognitiv, eksplisit, implisit, lisoniy shaxs, kognitiv-nutqiy strategiya.

Har bir insonning nutqida ma'lum intensiya (maqsad) ifodalanadi va kommunikator o'z maqsadiga erishish strategiyasi hamda taktikasini belgilaydi. Strategiya kommunikativ hatti-harakatlarning umumiy rejasini anglatadi, u bajarilganda maqsadga erishishga olib keladi. Bunga suhbatni rivojlantirish yo'nalishi va kerakli natijaga erishish uchun taktikadan foydalanish kiradi.

Ushbu maqolada o'zbek siyosiy diskursini quyidagi kriteriyalar asosida tahlil qilindi:

1. O'zbek siyosiy diskursining umumiy xarakteristikasi. Bu yerga yana quyidagilar kiradi: siyosiy arbobning lisoniy shaxs sifatida tavsifi (tolerantlik) // gapiruvchining kognitiv-nutqiy tavsifi.
2. Kommunikativ-pragmatik kenglik (kontekst) tavsifi, ya'ni kontekstual tahlil.
3. Lisoniy kenglik (matn) tavsifi, ya'ni matn tahlil.
4. O'zbek siyosiy diskursida eksplisitlik va implisitlik tavsifi.

Tadqiqot materiali sifatida O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoyevning siyosiy nutqlarini tahlil qildik. Lisoniy shaxs sifatida siyosiy arbobning tavsifi (tolerantlik), gapiruvchining kognitiv-nutqiy strategiyasi tavsifi. Bunda Yu. N. Karaulov² tomonidan taklif qilingan kriteriyalarga amal qilamiz:

- 1) diskursni qabul qilishning murakkablik darajasi (bu yerda hajm, teng bog'lovchili qo'shma gaplar va ergashgan qo'shma gaplarning borligi, gapiruvchi g'oyalarining aniqligi, tinglovchilar uchun mavzularning ahamiyatga ega ekanligi kabi diskursning tashkil etuvchilarni e'tiborda tutamiz);
- 2) borliqni aks ettirishning aniqligi va chuqurligi (bu yerda faktlar konstatatsiyasini, gapiruvchining voqealarga aks ta'sirini qayd etamiz, diskurs mazmuni yoritiladi);
- 3) diskursning ma'lum bir maqsadli yo'naltirilganligi (bu yerda biz tomonimizdan gapiruvchining (siyosatchining) qandaydir harakatga chaqirig'i, qandaydir voqea-hodisalar haqida axborot berishi, nimagadir aniqlik kiritishi ajratib ko'rsatiladi) [Karaulov 2002].

Ushbu kriteriyalar bo'yicha tahlilni O'zbekiston Respublikasi Prezidenti rasmiy nutqlarining konkret misollarida ko'rishimiz mumkin.

1-jadval

Rasmiy chiqishlar	Diskursni qabul qilish murakkabligi darajasi	Borliqni aks ettirishning aniqligi va chuqurligi	Diskursning ma'lum maqsadli yo'naltirilganligi
O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoyevning 2017 yil 19-sentabr kuni Birlashgan Millatlar Tashkiloti Bosh Assambleyasining 72-sessiyasidagi nutqi https://president.uz/oz/lists/view/1063	Nutq yengil qabul qilinadi, yuksak aktual masalalar yoritilgan	Sh. Mirziyoyev nutqi borliqqa mos keladi, mamlakatda valyutani erkin konvertatsiya qilishga o'tilganligi, Markaziy Osiyo mintaqasi davlatlari bilan hamkorlik, yaxshi qo'shnichilik munosabatlari o'rnatilganligi, Orol	Gapiruvchi Orol dengizining qurishi bilan bog'liq oqibatlarni bartaraf etish uchun xalqaro miqyosdagi sa'y-harakatlarni birlashtirishga, Afg'onistondagi muammolarni tinch muzokaralar yo'li

¹ F.J. Yakubov, SamDu Kattaqo'rg'on filiali xorijiy tillar kafedrasida o'qituvchisi

² Караулов, Ю. Н. Русский язык и языковая личность / Ю. Н. Караулов. — М.: Едиториал УРСС, 2002. — 264 с.

		fojiasi, Afg'ionistondagi ijtimoiy-iqtisodiy muammolar, xalqaro terrorizmning oldini olish haqida qayd etadi	bilan hal etishga chaqiradi.
O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoyevning "SHHT – KXSHT" formatidagi uchrashuvdagi nutqi 18.09.2021 https://president.uz/oz/lists/view/4623	Nutq yetarli darajada yengil qabul qilinadi, yuksak aktual	Prezident Shavkat Mirziyoyev nutqi real borliqqa mos keladi, "Tolibon" harakati Afg'onistonda hokimiyatni egallaganligini qayd etadi.	Notiq Afg'oniston hududi xavfsizligimizga tahdid va xatarlar manbayiga aylanishiga yo'l qo'ymaslikka, qat'iy choralar ko'rgan holda terrorchilarni Afg'onistonga ko'chirish kanallarini kesishga chaqiradi.
O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoyevning Shanxay Hamkorlik Tashkilotiga a'zo davlatlar rahbarlari Kengashi majlisidagi nutqi 04.07.2023 https://president.uz/oz/lists/view/6457	Nutq qisqa, gapiruvchi fikrining, aniqligi bois tinglovchilar uchun tushunarli.	Shavkat Mirziyoyev SHHT doirasidagi hamkorlikni yanada rivojlantirish bo'yicha aniq takliflarni qayd etib o'tadi. Afg'onistonda murakkab vaziyat saqlanib qolayotganligini qayd etadi va "SHHT – Afg'oniston" muloqot guruhi shaklidagi birgalikdagi ishlarni va maslahatlashuvlarni qayta tiklashni maqsadga muvofiq deb biladi.	SHHT ning innovatsion taraqqiyot, raqamlashtirish va robotlashtirish, sun'iy intellekt, biotexnologiya, farmatsevtika va sanoatning boshqa istiqbolli tarmoqlarini qamrab oluvchi Yangi iqtisodiy muloqot dasturini qabul qilish masalasini ko'rib chiqish, turizm sohasida hamkorlikni rivojlantirishni taklif qiladi, Xitoy – Qirg'iziston – O'zbekiston temir yo'lini qurish loyihasi bo'yicha amaliy ishlar boshlanganini aytib o'tadi.
O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoyevning 2021 yil 21- sentabr kuni Birlashgan Millatlar Tashkiloti Bosh Assambleyasining 76-sessiyasidagi nutqi https://president.uz/oz/lists/view/4633	Nutq qisqa va aniq bo'lganligi uchun yengil qabul qilinadi. Aktual takliflar olg'a suriladi.	Shavkat Mirziyoyev 21 sentabrda BMT Bosh Assambleyasi 76- sessiyasi umumiy munozaralarining birinchi kunida videomurojaat bilan so'zga chiqdi. Shavkat Mirziyoyev COVID-19	Shavkat Mirziyoyev pandemiyadan keyingi davrda jahon iqtisodiyotini qayta tiklash muammolarini o'rganish, kambag'allikni qisqartirish

		pandemiyasi haqida, Afg'onistondagi vaziyatni tahlil qiladi, Orolbo'yi hududida "yashil" energetika bo'yicha Birlashgan Millatlar Tashkiloti bilan hamkorlikda xalqaro Forum o'tkazish rejalashtirilayotgani haqida gapiradi.	bo'yicha ilg'or tajribalarni hayotga tatbiq etishga bag'ishlangan Xalqaro konferensiyani Toshkentda o'tkazishni taklif qildi.
O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoyevning 2023 yil 20-sentabr kuni Birlashgan Millatlar Tashkiloti Bosh Assambleyasining 78-sessiyasidagi nutqi https://president.uz/oz/lists/view/6679	Katta hajmli bo'lishiga qaramasdan nutq yengil qabul qilinadi, aktual nutq.	Mamlakatda majburiy mehnat va bolalar mehnatiga barham berildi. Gender tenglikka erishish yo'lida qilinayotgan ishlar haqida gapidi. Notiq Orol fojiasi oqibatlaridan, Afg'onistondagi vaziyatdan tashvishlanadi.	BMT huzurida Markaziy Osiyo yoshlarini rivojlantirishga ko'maklashish bo'yicha ishchi guruh tashkil etish taklif qilindi. Keyingi yil O'zbekistonda Osiyo xotin-qizlar forumini o'tkazish taklif qilindi. Afg'oniston muammosini hal etish uchun birlashishga chaqiruv.

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CONTEXTUAL ANALYSIS OF ANTHROPOCENTRIC PHRASEOLOGICAL UNITS IN “THE GRAPES OF WRATH”

U. Ruziyeva ¹

Abstract:

This article presents a contextual analysis of anthropocentric phraseological units in John Steinbeck's *The Grapes of Wrath*. Focusing on the socio-cultural context, the paper explores how these phraseological units reflect the characters' emotional states, social realities, and collective experiences during the Great Depression. The study examines the role of language in shaping identity, highlighting the use of phraseological units to convey themes of survival, resilience, and social critique. Through a comparative analysis with other literary works, the article underscores the power of language in expressing human struggles and societal inequalities. The research offers valuable insights into the linguistic and cultural dimensions of Steinbeck's novel, contributing to the broader understanding of phraseology in literary discourse.

Key words: anthropocentric phraseological units, *The Grapes of Wrath*, socio-cultural context, language and identity, social critique, survival, resilience, American Dream, literary analysis, Steinbeck.

Introduction

Human-centeredness is a central focus in modern linguistics, making the anthropocentric analysis of phraseological units one of the most relevant areas of research. Anthropocentrism, which examines the role and position of humans in language, has become a key approach for understanding the semantic and pragmatic features of phraseological units in literary texts. This article aims to analyze the contextual use of anthropocentric phraseological units in John Steinbeck's novel *The Grapes of Wrath*. The novel is rich in phraseological expressions closely tied to the social reality and everyday life of its characters, reflecting the socio-cultural context of the time. These phraseological units not only enhance the artistic depth of the text but also reveal the individuality of the characters' speech and contribute to the broader thematic and stylistic aspects of the novel.

By exploring the semantic and pragmatic functions of these units, the article seeks to uncover how they serve to express anthropocentric principles and strengthen the novel's artistic impact. In doing so, it highlights the importance of phraseological expressions in conveying cultural identity, emotional nuance, and the social dynamics of the depicted era. This analysis ultimately aims to contribute to a deeper understanding of the linguistic richness embedded in *The Grapes of Wrath* and its relevance to anthropocentric linguistics.

Semantic-Pragmatic Approaches to Phraseological Unit

Phraseological units are an essential component of any language, serving as key markers of its expressiveness, richness, and cultural identity. These units consist of stable word combinations whose meanings often cannot be deduced from the meanings of the individual words. They are categorized into various types based on their structure, meaning, and usage, including idioms, collocations, and proverbs. Phraseological units are not only linguistic but also deeply connected to the cultural and social realities of the speakers. As Buranova and Ruziyeva (2024) emphasize, anthropocentric idioms in contemporary English literature reflect the socio-cultural realities of speakers and contribute to the linguistic richness of the text by embedding human experiences, emotions, and values in stable expressions [3; 11].

One of the most important linguistic approaches in the analysis of phraseological units is anthropocentrism, which focuses on the central role of humans in language. Anthropocentrism in linguistics suggests that human experience, perspective, and values shape the way language is structured and used. In the context of phraseological analysis, this approach explores how phraseological units reflect human-centered concepts such as emotions, actions, beliefs, and social interactions.

The semantic-pragmatic analysis of phraseological units investigates the multiple layers of meaning these expressions convey in different contexts. It considers not only the literal meaning but also the implicit messages, emotional nuances, and social functions embedded in the expressions. According to Crystal (1987), phraseological expressions serve as a reflection of social conventions, shared cultural knowledge, and collective experience, making them essential to effective communication [4; 125]. This type of analysis is crucial in understanding how phraseological units enhance communication, convey cultural values, and

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contribute to the overall meaning of a text, especially in literary works where they are used to create depth, characterize individuals, and reflect broader societal issues.

The Socio-Cultural Context of Phraseological Units in *The Grapes of Wrath*

Continuing from the theoretical foundations, the contextual analysis of anthropocentric phraseological units in *The Grapes of Wrath* reveals the intricate relationship between language, society, and the human experience. In this section, we will explore how phraseological units are used within the socio-cultural context of the novel, how they function in the speech of the characters, and their role in enhancing the artistic and semantic dimensions of the text.

In *The Grapes of Wrath*, phraseological units are deeply tied to the socio-cultural realities of the characters. The novel's setting—the Dust Bowl era—provides a backdrop where these linguistic units express not only the harsh realities of the time but also the emotional and psychological states of the characters. As Kövecses (2002) argues, anthropocentric metaphors and phraseological expressions often mirror the emotional and cognitive states of individuals, shaping how they perceive and interpret the world [11; 45]. For instance, the phrase "to be on the road" is used throughout the novel to represent the Joad family's physical journey but also reflects their emotional and existential struggles. This phrase encapsulates the plight of the migrant workers and their constant movement in search of survival. It carries a broader socio-cultural meaning, symbolizing the hardships faced by displaced people during the Great Depression.

When compared to phrases used in other literary works, such as "on the road" in Jack Kerouac's *On the Road*, we see a different tone and context. In Kerouac's work, the phrase conveys a sense of freedom and adventure, often associated with the countercultural movement. However, in *The Grapes of Wrath*, the same phrase signifies a desperate journey filled with suffering, a metaphor for the disillusionment and struggle of the working class. This contrast highlights the way in which the same phraseological unit can acquire varying meanings depending on the socio-cultural context in which it is used.

The characters' speech in *The Grapes of Wrath* further demonstrates the role of anthropocentric phraseological units in shaping their identities and reflecting their circumstances. Take the phrase "I'll take what I can get," which is often uttered by the migrant workers in response to their difficult lives. This phrase not only expresses the characters' acceptance of their fate but also serves as a coping mechanism, showing their resilience in the face of adversity. In this context, the phrase emphasizes the human-centered themes of perseverance, survival, and the negotiation of power within an unjust society.

A comparative analysis with phrases used in other works, such as "take it as it comes" in F. Scott Fitzgerald's *The Great Gatsby*, reveals different nuances in the expression of human experience. In Fitzgerald's novel, the phrase reflects a sense of disillusionment with the American Dream and a resignation to the inevitable. In contrast, in Steinbeck's *The Grapes of Wrath*, the phrase is imbued with a more hopeful, yet realistic, acceptance of hardship—a collective determination to endure and fight for survival. This comparison underscores how the same phrase can take on distinct emotional and thematic weight depending on the characters' circumstances and the social context in which they exist.

Beyond the individual speech patterns, phraseological units in *The Grapes of Wrath* also enhance the artistic depth of the novel. One such example is the phrase "a land of opportunity," which initially holds an optimistic connotation for the Joad family as they journey westward. However, as the novel progresses, this phrase transforms into a bitter irony, symbolizing the false promises and exploitation faced by the migrant workers. This shift in meaning reflects the core theme of the novel: the gap between the idealized image of the American Dream and the harsh reality experienced by the disenfranchised.

Similarly, in other works like *The Great Gatsby*, the phrase "the American Dream" also shifts in meaning from hope to disillusionment. While in Steinbeck's novel, the phrase becomes a symbol of betrayal and broken promises, Fitzgerald uses it to critique the moral decay and social inequality of 1920s America. The evolution of these phrases in both works illustrates how phraseological units can serve as powerful tools for social commentary, exposing the gap between human aspirations and societal realities.

Conclusion

The analysis of anthropocentric phraseological units in *The Grapes of Wrath* demonstrates how language reflects the characters' emotional states and the socio-cultural realities they face. These expressions not only enhance the realism of the narrative but also serve as a powerful tool for social critique, highlighting themes of survival, resilience, and the disillusionment of the American Dream. By examining how these phrases evolve in meaning throughout the novel, we see how they contribute to the broader artistic and thematic development. This study emphasizes the crucial role of phraseological units in conveying human struggles and offers a deeper understanding of the linguistic and cultural layers of the text.

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THE USAGE OF IDIOMATIC EXPRESSIONS WITH PROPER NAMES IN ENGLISH LANGUAGE

N. Alidjanova ¹*Abstract:*

This article shows that there are so many idiomatic expressions among people, each with its own theme and meaning. There are many idioms involving proper names among them. Idiomatic expressions involving proper names add more splendor and color to the language; they are more commonly used by people with a large vocabulary and broad outlook.

Key words: idiomatic expressions, proper names, wisdom, language, nationality.

Introduction. Idiomatic expressions containing proper names entered English through folklore, prose and poetry, myths, fairy tales, fables, songs, slang, and other sources. Many idioms with proper names are familiar to people of various nationalities, and it is natural for English learners to want to know how to say those colorful expressions in English. Proper names are critical to our comprehension of linguistic 'aboutness' or reference. For example, the name-bearer relation is a good candidate for the reference relation of paradigm: it gives us our first impression of the relation and guides our thinking about it. Proper names have been the focus of philosophical attention for this and other reasons. Proper names, on the other hand, are as contentious as they are conceptually fundamental.

However, it should be noted that idioms with proper names are rarely used in speech or writing. For example, we all know such expressions as "Pyrrhic victory" (A pyrrhic victory is a victory that comes at a great cost, perhaps making the ordeal to win not worth it. It relates to Pyrrhus, a king of Epirus who defeated the Romans in 279 BCE but lost many of his troops) or "as wise as Solomon" (Exceptionally wise, discerning, or sound in judgement. A reference to the King Solomon, renowned for his wisdom). But how often do we use them? In general, more neutral phrases are preferred in everyday speech. Proper name idioms are typically informal in nature. Some of them are slang, making them inappropriate for formal speech and writing; additionally, slang idioms frequently have undesirable additional meanings. Some idioms with people's names, nationality names, city names, or country names may be perceived as offensive stereotypes and clichés; such idioms should be avoided.

Main part. The following lists contain examples of English idiomatic expressions with proper names. They include still-in-use idioms as well as some bookish or outdated expressions.

Idioms with people's names

Before you could say Jack Robinson-very quickly;

Several citations use Jack Robinson to describe quickness of thought or deed. e.g. She'd jumped into the car and driven away before you could say Jack Robinson. The standard usage is "(something is done) faster than you can say Jack Robinson," or "before you can say Jack Robinson." According to legend, Jack Robinson, an English gentleman from the early nineteenth century, changed his mind very quickly. Someone had to act quickly to catch him in a decision.

Doubting Thomas - skeptic; someone who refuses to believe in the absence of clear proof. e.g. He's such a doubting Thomas that unless he sees things through his eyes, he won't believe.

It refers to the Gospel of John's depiction of the apostle Thomas, who, according to John's account, refused to believe the resurrected Jesus appeared to the ten other apostles until he could see and feel Jesus' crucifixion wounds.

Every Tom, Dick, and Harry – any / every ordinary man. If every Tom, Dick, and Harry can do it, it confers no status.

The phrase "Tom, Dick, and Harry" refers to unspecified people. Although Brewer's Dictionary of Phrase and Fable defines the term to specify "a set of nobodies; persons of no note", the phrase most commonly occurs as "every Tom, Dick, and Harry", meaning everyone, and "any Tom, Dick, or Harry", meaning anyone. [Brewer; 675].

The phrase's origin is unknown. The phrase was first used in 1657 by the 17th-century English theologian John Owen. Owen told an Oxford University governing body that "our critical situation and our common interests were discussed out of journals and newspapers by every Tom, Dick, and Harry." In

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Elizabethan times, pairs of common male names, particularly Jack and Tom, Dick and Tom, or Tom and Tib, were frequently used generically. [Toon; no. 52].

Jack of all Trades – a person who can do many manual jobs;

This expression is used about a person who can do passable work at various tasks and a handy versatile person. e.g. My mother is a Jack of all trades; she learned how to do the repairs around the house; she does all of the housework and cooking; and she can even fix our computers.

Hobson's choice – a choice in which only one option is presented; take it or leave it; lack of choice. e.g. It's a case of Hobson's choice, because I'll lose my job if I don't agree to their terms.

Hobson's choice is a free choice in which only one option is presented. The term is frequently used to describe the illusion that multiple options are available. "I'll give you a choice: take it or leave it," the most well-known Hobson's choice, where "leaving it" is strongly undesirable.

The phrase is said to have originated with Thomas Hobson (1544–1631), a livery stable owner in Cambridge, England, who offered customers the option of taking the horse in his stall nearest to the door or taking none at all.

John Bull – a typical Englishman; the English people. e.g. His ruddy countenance and stout figure made him look a genuine John Bull.

John Bull, character typifying the English nation in John Arbuthnot's *The History of John Bull* (1712). In political cartoons and similar graphic works, John Bull is a national personification of the United Kingdom in general and England in particular. He is typically portrayed as a stout, middle-aged, country-dwelling, jolly, and matter of fact man.

Johnny on the spot – a person who is always present, always ready to perform a task or seize an opportunity. e.g. "When Jenny comes over, you need to be my Johnny on the Spot and make sure we have whatever he needs" .

The phrase 'Johnny On the Spot' refers to a person who is always available, ready, reliable, and willing to perform a duty or task without delay. The phrase "Johnny on the Spot" first appeared in the April 1896 issue of the *New York Sun*: "Johnny on the Spot: New Phrase Which Has Become Popular in New York." The phrase's exact origin is unknown, but it was most likely inspired by the phrase "Johnny is always on the spot when wanted." And this idiomatic expression with the proper name "Johnny" is still used among people when they talk to each other.

Conclusion. There are many idioms in English involving proper names. Most of them have a certain history and we can find many examples to these idiomatic expressions. The use of such idioms in language helps to make what we say more effective and brighter. Not everyone can use idioms involving a proper name, only people who know the language perfectly can use them when they are necessary.

Idioms, proverbs, and expressions are common in everyday life. They appear frequently in both written and spoken language. Because idioms do not always make literal sense, we will need to become acquainted with the meaning and usage of each idiom. That may appear to be a lot of work, but learning idioms is enjoyable, especially when comparing idioms in two or more languages.

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THE ART AND SCIENCE OF EDUCATION: CULTIVATING INTELLECTS, MOTIVATING PROSPECTS

*F. Mamatkulova*¹, *G. Ismatova*²

Abstract:

Education is among the most esteemed and influential professions globally. It serves as the cornerstone of societal development, with educators significantly influencing the intellect of forthcoming generations. Teaching beyond the mere transmission of knowledge; it encompasses the stimulation of curiosity, the cultivation of critical thinking, and the development of each student's inherent potential. This article examines the complex nature of education, addressing its problems, relevance, and the changing role of educators in contemporary society.

Key words: art, science, education, teacher, motivation, educator, teaching, method, quality.

Exploring foreign languages offers a thrilling journey that unveils new cultures and travel prospects, broadening our perspectives.(2024:3) The integration of educational technologies supports inclusivity and accessibility by providing tools and resources to accommodate diverse learners, including those with disabilities or language barriers.(2024:2)Fundamentally, education revolves around communication and connection. An exceptional educator transcends mere knowledge dissemination; they cultivate an atmosphere in which pupils feel esteemed, inspired, and enabled to engage in learning. Instruction necessitates comprehending the distinct requirements of each learner, adjusting to various learning modalities, and devising innovative methods to render intricate topics comprehensible. Effective pedagogy is simultaneously an art and a science. The "science" resides in the techniques, curriculum development, and evidence-based practices that inform instruction. Educators must be informed about contemporary educational research and implement practices that have demonstrated efficacy in improving learning outcomes. This encompasses comprehending the mechanisms of information processing in students, the functioning of memory, and the organization of lessons for optimal retention.

The "art" of teaching resides in the educator's capacity to inspire, engage, and establish personal connections with students. A teacher's enthusiasm for their subject and authentic concern for their students can foster a lasting desire for studying. The creative dimension of education transforms a classroom into a dynamic and lively environment that inspires pupils to explore new ideas. Educators assume multiple roles. They serve as instructors, mentors, role models, and even as counselors. Their duties encompass more than classroom instruction, as they assist kids in cultivating vital life skills including problem-solving, cooperation, and resilience. The impact of a teacher can mold a student's self-esteem, ambitions, and perspective on the world.

In the contemporary, swiftly evolving world, educators assume a pivotal role in equipping pupils for the future. They must provide learners with the skills necessary to navigate a progressively intricate and technology-oriented culture. This encompasses promoting digital literacy, innovation, and flexibility. Teachers are now integrating coding, robotics, and media literacy into school curricula to equip kids for future employment opportunities. Furthermore, educators frequently serve as the initial responders to the social and emotional requirements of their pupils. In a context where mental health challenges among youth are increasing, educators offer a secure environment for pupils to articulate their feelings and seek counsel. They impart empathy, kindness, and respect, contributing to the development of a more compassionate society.

Although teaching is profoundly gratifying, it is not devoid of difficulties. Educators frequently encounter substantial class sizes, constrained resources, and the obligation to fulfill standardized testing mandates. These limitations can hinder the provision of personalized attention to each student, which is essential for optimal learning. Also, educators must accommodate the varied requirements of their students, including individuals with learning disabilities, language obstacles, or socio-economic challenges. This necessitates a significant degree of patience, inventiveness, and resourcefulness. A teacher may need to adjust lesson plans for kids with dyslexia or offer more assistance to English language learners. Burnout constitutes a substantial concern within the teaching profession. The emotional and psychological demands of the profession, along with extended hours and administrative responsibilities, can adversely affect

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educators. Numerous educators use their evenings to evaluating assignments, devising lesson plans, or participating in professional development seminars. Notwithstanding these hurdles, numerous educators persist in their commitment, motivated by the conviction that they are positively impacting their students' lives. The influence of an exceptional educator can endure throughout one's life. Numerous individuals might remember an educator who had faith in them, motivated them, or acquainted them with a discipline that evolved into a lasting passion. Educators has the ability to unleash potential, question preconceptions, and motivate pupils to aspire to greatness. A scientific educator may ignite a student's fascination with space exploration, prompting them to seek a career in astrophysics. Likewise, a literary instructor may cultivate a passion for narrative, motivating a student to pursue writing.

Teaching extends its influence beyond individual students, impacting society as a whole. Educated persons enhance the economy, stimulate innovation, and foster social harmony. By cultivating critical thinking and empathy, educators facilitate the development of educated and responsible citizens capable of confronting future issues. A teacher who underscores the need of environmental stewardship may motivate students to become proponents of sustainability. As technology advances, the domain of education similarly progresses. Digital learning platforms, artificial intelligence, and virtual reality are revolutionizing the delivery of education. For instance, virtual reality may transport students on immersive expeditions to historical locations or remote planets, enhancing the engagement and interactivity of the learning experience. Likewise, AI-driven technologies can offer tailored feedback to pupils, facilitating skill enhancement at their individual speed.

Nonetheless, the human aspect of education is priceless. Technology can augment learning; but, it cannot substitute the mentorship, encouragement, and inspiration offered by a teacher. The future of education will necessitate that instructors adopt innovative technologies and approaches while remaining faithful to the fundamental tenets of their vocation. Collaboration, ongoing education, and flexibility will be essential for managing the evolving educational landscape. Furthermore, the future of education will probably place increased importance on social and emotional learning (SEL). As global interconnectivity increases, students must cultivate abilities such as empathy, collaboration, and emotional intelligence. Educators will be instrumental in assisting pupils in understanding the intricacies of interpersonal interactions and global citizenship.

Teaching is a global vocation; nonetheless, its difficulties and potential differ across many cultures and places. In many regions globally, educators encounter severe circumstances, including insufficient fundamental resources and the necessity to instruct in conflict areas. Notwithstanding these challenges, numerous educators in these areas exhibit remarkable endurance and commitment, frequently exceeding expectations to guarantee their children obtain an education. Conversely, in more developed nations, educators may utilize advanced technology and resources; nonetheless, they have problems like elevated expectations from parents and lawmakers. Irrespective of the situation, a unifying characteristic among educators globally is their dedication to positively impacting their students' lives. To enable teachers to flourish and exert a beneficial influence, society must furnish them with the requisite support. This encompasses equitable remuneration, access to professional advancement possibilities, and a decrease in administrative responsibilities. Policymakers must emphasize financial support for education, guaranteeing that schools possess the necessary resources to deliver a superior learning environment. Parents and communities can assist educators by cultivating a culture of respect and admiration for the teaching profession. Elementary actions, such as expressing gratitude to a teacher for their diligence or offering assistance in the classroom, can significantly enhance morale.

Education constitutes the cornerstone of an advanced civilization. In the absence of educators, there would be no physicians, engineers, artists, or leaders. Instruction is fundamental in: Educators facilitate students' comprehension of the world by presenting novel thoughts and ideas. In addition to academic information, educators provide pupils with problem-solving, critical thinking, and communication abilities. Educators shape pupils' values, ethics, and decision-making skills. By fostering curiosity and innovation, educators equip students to confront future difficulties. An effective educator can transform a student's trajectory by realizing their potential and directing them towards achievement.

An exemplary educator embodies a synthesis of competencies, character attributes, and pedagogical methods. Key qualities encompass: Teaching transcends mere employment; it constitutes a vocation. Enthusiastic educators render learning interesting and stimulating, motivating pupils to remain interested and inquisitive. Each learner is unique—some acquire knowledge rapidly, whereas others require additional time. An effective educator exhibits patience, provides assistance, and perseveres in their commitment to students. Educators must articulate concepts effectively, engage in active listening, and participate in substantive discussions with pupils. Communication is essential for good learning. Classrooms exhibit diversity, with each student possessing a distinct learning style. Effective educators modify their approaches to accommodate

diverse learning styles and requirements. Comprehending students' emotions, difficulties, and obstacles fosters trust and cultivates a constructive learning atmosphere. An empathetic teacher fosters an environment where pupils can articulate themselves openly. Exceptional educators discover innovative and captivating methods to convey information. They employ narrative techniques, practical illustrations, and engaging activities to enhance the appeal of lessons. An exemplary educator is also a perpetual student. Remaining informed about contemporary pedagogical techniques, technological advancements, and educational research enhances their efficacy.

Teaching transcends a profession; it is a vocation that influences the future of individuals and societies. Teachers, by their dedication, enthusiasm, and steadfast commitment, spark inquiry, cultivate critical thinking, and nurture the potential of each student. They are the architects of knowledge, the cultivators of character, and the guiding lights that assist pupils in navigating life's difficulties. The discipline of education necessitates a nuanced equilibrium of creativity, sensitivity, and adaptation. Although the occupation presents significant hurdles, including limited finances and emotional exhaustion, the rewards are substantial. An exceptional educator profoundly influences their students, inspiring them to aspire, attain their objectives, and make significant contributions to society.

In the future, the function of educators will persistently adapt to technology progress and societal transformations. Nonetheless, the fundamental substance of education—engaging with pupils, cultivating development, and nurturing a passion for learning—will endure as ageless. Educators serve not only as instructors but also as mentors, exemplars, and agents of transformation. To appreciate and promote this esteemed profession, society must prioritize equitable remuneration, professional advancement, and access to resources for educators. Parents, communities, and governments must collaborate to establish a climate conducive to teachers' success and their ongoing impact.

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LITERARY WORKS ABOUT "MOTHER" AND "WOMEN" IN WORLD LITERATURE

N. Sidikova ¹, M. Fayzullayeva ², A. Kolesnikov ³

Abstract:

This article discusses the artistic depiction of the mother figure in world literature, emphasizing the significance of mothers in human life. It also explores various works by European writers that portray the image of women. Throughout the reading, different conflicts related to women are revealed, including their mistreatment, as well as challenges they face from the outside world in other literary works.

Key words: World literature, mother figure, works of European writers, artistic image, unity, war.

Mother! This word symbolizes greatness for every nation and serves as a bond that connects people. A mother is the one who sacrifices her life for the happiness of her child and the peace of her family. The words "Mother" and "Woman" hold such a beautiful meaning that they send shivers down one's spine upon hearing them. Regardless of the literary genre—be it world literature, a novella, or a novel—works that glorify mothers always hold high positions and achieve widespread recognition due to their profound depth of thought.

A mother's heart is always filled with warmth and love, and her eyes serve as a source of motivation for every person. She gradually imparts all her emotions to her children. Throughout history, many scholars and scientists have emerged, all of whom were brought into the world by mothers. For instance, Abu Ali ibn Sina, Al-Khwarizmi, At-Tirmidhi, and many others were raised by remarkable women. These women can rightfully be regarded as the "Mothers Who Created Scholars," serving as role models for women worldwide.

Writers have portrayed the mother figure in various ways, often depicting her heart as an entity capable of sensing the emotions of the entire universe. Through artistic imagery, each detail is meticulously depicted, allowing the writer to express all the questions that trouble them in a poetic manner. A prominent representative of world literature, Svetlana Alexievich, crafted her novel "The Unwomanly Face of War" with striking realism, portraying the symbolic image of women amidst significant historical events. This masterpiece, for which she was awarded the Nobel Prize, is recognized for its deep emotional impact. Readers of this novel may feel as if they are transported back in time, caught in the whirlwind of World War II.

Works that glorify mothers are not only created by renowned figures of world literature but also by writers from every nation, touching the hearts of readers from age seven to seventy. The role of European literature in depicting maternal figures is also invaluable, and each writer has earned a dedicated readership through their works. In modern world literature, many writers have portrayed the image of mothers, but only a select few stand out as truly remarkable.

One such work is Svetlana Alexievich's "The Unwomanly Face of War," which powerfully illustrates the bravery of women during the war. Another notable figure is Russian writer Nikolai Karamzin, as well as Colombian author and journalist Gabriel García Márquez, whose "Big Mama's Funeral" is considered an endless treasure of contemporary literature.

The true essence of "The Unwomanly Face of War" lies in the author's ability to vividly depict the reality of that era while simultaneously conveying her own deep emotions. The novel portrays the tragic fate of women, revealing the suffering they endured due to the war. Many mothers lost their children, while others, driven by hunger, were forced to make heart-wrenching sacrifices. The author skillfully conveys these experiences through powerful literary techniques, making the novel an accurate reflection of society at the time.

"In July of 1943, during the Kursk Battle, our regiment was awarded a banner. Our 129th independent regiment, part of the 65th Army, consisted of 80% women. Can you imagine that? I want to share our experiences so that you understand... I want to tell you what we felt. The people of that time may never exist

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again—never! We were incredibly sincere and full of boundless faith. When our commander, holding the banner, ordered, 'Regiment, under the banner! Kneel!' we all felt immense pride. We had earned their trust; we were now a real regiment, just like the others—tankers, riflemen. Tears streamed down our faces. You may think my words are excessive, but I assure you, that moment filled me with such overwhelming emotion that it even cured my illness. (I had gone blind due to starvation and nervous exhaustion.) Believe it or not, the next day, I woke up completely healthy. The intensity of that moment healed me." — Mariya Semyonovna Kaliberda, Senior Sergeant, Communications Officer

Another poignant testimony in the book comes from Tamara Ulyanova, a woman who experienced the hardships of war. She recounts how her mother was strict and emotionally distant, never showing affection towards her children. However, when she was drafted into the war, for the first and last time, her mother embraced her tightly, sensing that they might never see each other again. For the author, this moment was one of the most emotionally powerful scenes in the novel. She painfully emphasizes that a mother's love should never be reserved for times of war, but should always be expressed openly.

For instance, in Uzbek culture, a child is considered the "light of the mother's eyes", "apples of the mother's eyes" and the "heart and soul of a mother". The novel portrays mothers as strong and family-oriented, while also depicting moments of both compassion and severity. Some women were even stronger than the soldiers who shed blood on the battlefield.

This literary masterpiece presents a realistic and vivid portrayal of the mother figure, making each character feel deeply human. The level of artistry in this novel demonstrates the writer's exceptional skill. The emotions conveyed through each character resonate profoundly with readers, allowing them to visualize the depicted events as if they were happening before their eyes. This ability to evoke strong imagery and deep emotions is the hallmark of true literary artistry.

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THE DISTINCTIVE ESSENCE OF WORLD AND UZBEK LITERATUR

M. Fayzullayeva ¹, R. Narzikulova ²

Abstract:

This article explores the distinctive features of both world literature and Uzbek literature, delving deeper into their historical development and highlighting the unique characteristics that define each literary tradition.

Key words: World literature, Uzbek literature, Modern world literature, Modern Uzbek literature, Differences between world and Uzbek literature.

The Distinctive Features of World and Uzbek Literature

Literature is the heritage of a nation; it holds a special place in human life. As long as humanity exists, literature will continue to thrive. Two powerful forces ensure the immortality of literature: its profound educational and enlightening impact, and its ability to bring joy and inspiration to people. Indeed, throughout any era or circumstances, humans cannot live without literature—it nurtures their intellect, educates them, and provides aesthetic pleasure. Therefore, truly great works of literature with deep moral and artistic value never fade away. In contrast, works created merely to serve political agendas or written in a superficial style lack artistic depth and have short-lived relevance. Unfortunately, many such works were produced in the 20th century.

Discussing the history of Uzbek literature, we must acknowledge its development alongside key historical events, such as the emergence of the Jadid movement, the fall of Tsarist rule, the re-establishment of autonomy, and the struggle to build the Soviet society. Despite enduring oppression, colonial rule, and social injustice, the Uzbek people never succumbed to despair. The resistance movement of the 1920s, known as the "Basmachi" uprising, is a testament to this spirit. Historical records indicate that over 4,500 uprisings and protests occurred in Turkestan during 130 years of colonial rule.

Prominent figures such as Mahmudkhoja Behbudiy, Hamza, Munavvar Qori, Abdulla Avloni, Fitrat, Siddiqiy-Ajziy, Abdulqodir Shakuriy, and Hoji Muin Shukrulla—pioneering intellectuals and literary figures—dedicated themselves to addressing the challenges faced by their nation. The contributions of these Jadid writers were instrumental in shaping the trajectory of Uzbek literature. Their movement, often called the "National Awakening," played a crucial role in promoting enlightenment through media, education, literature, and the arts. The Jadid writers aimed to combat ignorance and encourage intellectual and social progress, making their literary legacy invaluable.

Turning to the history of world literature, its early development is often associated with the Renaissance period, which began in Italy. Dante Alighieri, one of the era's greatest poets, is regarded as a herald of the Renaissance. He initially wrote poetry and was influenced by the philosophy of Ibn Rushd (Averroes). During the 15th century, Italian lyric poetry was shaped not only by Latin literature but also by Arabic poetic structures, a trend evident in Dante's works. His most remarkable poems are found in the collection *La Vita Nuova* (The New Life). Later, he transitioned to philosophical and scientific themes.

Another key figure of the Italian Renaissance was Giovanni Boccaccio, who significantly contributed to the development of the novella genre and laid the groundwork for modern realistic storytelling. The foundations of world literature were largely built in Italy, but France soon became a major literary hub. François Rabelais, with his novel *Gargantua and Pantagruel*, merged realism and satire, embedding deep philosophical messages in his works.

English humanist literature evolved through three distinct stages. The first phase, spanning the late 15th to mid-16th centuries, saw the emergence of early Renaissance ideas. The second phase—often called the "Shakespearean era"—lasted from the late 16th century until William Shakespeare's death in 1616. Shakespeare revolutionized drama, transforming it into a universal art form. His predecessors, such as Christopher Marlowe and Robert Greene, laid the foundation for this transformation by focusing on complex characters, national identity, and poetic storytelling. The third phase of English humanist literature, from the

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early 17th century to the 1640s, marked a decline in Renaissance ideals, as political turmoil led to the closure of theaters and a shift away from humanistic values.

The Renaissance also left a profound impact on Spanish and Portuguese literature. The period's first significant Spanish work was *Celestina* by Fernando de Rojas, while Miguel de Cervantes' *Don Quixote* became a defining masterpiece, symbolizing the transition to modern literature. Shakespeare and Cervantes played pivotal roles in shaping world literature—Shakespeare by transforming drama and Cervantes by pioneering the modern novel.

Looking at modern Uzbek literature, the 20th century brought both challenges and achievements. The literary advancements of this era must be preserved and critically analyzed to ensure they become part of the nation's cultural heritage. When evaluating an author or a literary work, it is crucial to consider artistic quality rather than the ideological constraints of the period in which it was written. Literature and writers are inevitably shaped by the societies they belong to.

Unfortunately, during the Soviet era, literature was often interpreted narrowly, serving political and ideological interests rather than artistic expression. As a result, many works lacked literary depth, leading to an increase in mediocre writing. However, with Uzbekistan's independence, literature was freed from ideological constraints, allowing for greater artistic exploration. This newfound freedom has paved the way for richer, more diverse literary achievements, making the future of Uzbek literature bright.

In the context of globalization, modern world literature reflects universal themes and concerns, bridging cultural gaps and fostering a shared literary heritage. The distinction between national literatures is becoming less pronounced as literature becomes a global phenomenon. Today, popular literature, including detective fiction and adventure novels, coexists alongside more sophisticated, elite literary works.

For instance, contemporary American literature showcases a wide variety of styles and themes. Literary critic Catherine Vanspanckeren notes that American writer William Kennedy, in works such as *Ironweed* and *Very Old Bones*, masterfully portrays the struggles of ordinary people in New York, blending realism with poetic narrative.

Many literary traditions that were once considered peripheral, such as those of formerly colonized nations, have now become integral to world literature. Uzbek literature, too, continues to develop, finding its place in the global literary landscape. The unique characteristics of both world and Uzbek literature persist, evolving with each passing day.

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APHORISMS AND THEIR PRAGMATIC FUNCTIONS

G. Ahmedova ¹

Abstract:

Aphorisms are brief, concise expressions that often contain wisdom, moral or philosophical advice, and observations about life, human relations, or social phenomena. While the syntax and semantics of aphorisms often attract scholarly attention, their pragmatic function is essential for understanding how they work in real communication. This paper aims to explore the classification of aphorisms, considering both linguistic structures and their meanings, and investigates their pragmatic functions in communication, focusing on how they influence discourse and reflect social and cognitive processes.

Key words: aphorisms, linguistics, pragmatics, discourse, cognitive processes, epistemic aphorisms, moral aphorisms, political aphorisms.

Aphorisms have been a subject of extensive scholarly inquiry. The study of aphorisms has evolved through analyses of individual authors' works, collections of aphorisms, and thematic groupings within them. These studies have drawn from material across various languages and have spanned from ancient eras to contemporary times. As a topic of research, aphorisms offer rich material, the relevance of which is undeniable for philologists and linguists alike [Mey, 2016].

Aphorisms can be classified in various ways, depending on their thematic content and the social roles they fulfill. They are often used to express universal truths, offer moral guidance, critique societal norms, or provoke action. Based on these criteria, aphorisms can be grouped into the following categories:

Epistemic aphorisms reflect universal truths about human knowledge, perception, and the nature of reality. These aphorisms serve to provoke thought, encourage self-reflection, and challenge assumptions. By presenting seemingly simple yet profound insights into the nature of existence, these aphorisms contribute to the broader discourse on human understanding and intellectual humility.

Moral aphorisms provide guidance on how to behave, act, or live-in accordance with certain ethical standards. These aphorisms serve to reinforce or challenge moral norms, offering prescriptions for living a virtuous life. The pragmatic function of moral aphorisms is often to influence personal behavior, social interactions, and moral judgments.

Political aphorisms are used to express or critique political ideologies, mobilize action, or call attention to social injustices. These aphorisms are often designed to inspire social or political change, unite people around a common cause, or challenge the status quo. In this context, aphorisms serve a significant pragmatic function by shaping public opinion and influencing political discourse.

Some aphorisms can be used for manipulative purposes, aiming to influence or control others through seemingly simple statements that carry hidden agendas. These aphorisms often mask their true intentions, using brevity and authority to manipulate the listener's behavior or thinking.

Aphorisms are often regarded as profound or insightful expressions, capturing universal truths or personal reflections in a condensed form. Their concise nature and deep meanings have made them attractive subjects of study in philosophy, literature, and linguistics. However, beyond their literary and philosophical value, aphorisms perform crucial pragmatic functions in communication. In linguistics, pragmatics refers to the study of how language is used in context, and how speaker intentions, listener perceptions, and situational factors shape meaning. Aphorisms are ideal for exploring these concepts as they are used in various social, cultural, and political contexts to influence thought and behavior [Jaszczolt, 2017]. Pragmatics helps explain how aphorisms influence not only the individuals who utter them but also those who hear or read them, making them powerful tools in discourse [Wharton, 2017].

Aphorisms often express moral teachings, political ideologies, or existential reflections, and they can persuade, critique, advise, and mobilize individuals and communities. Through pragmatic analysis, we can understand how these succinct expressions resonate with audiences and influence social dynamics.

Aphorisms, like any other speech acts, serve different pragmatic functions in language. Their goal is not only to convey information but also to affect behavior, perception, or how one views the world. According to Austin and Searle, speech acts are statements that perform an action—whether they assert, ask, request,

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promise, or advise. Aphorisms are speech acts that carry an implicit illocutionary force, typically designed to either provoke action or reflect a shared truth [Searle, 2010; Mey, 2016].

Any universal statement acquires pragmatism and communicative modality only in the conditions of a speech situation. It follows that each subtype of universal statement has its own functional orientation, pragmatic orientation, which in turn is reflected in its form and content [Bach & Harnish, 2009].

Aphorisms perform several important pragmatic functions in discourse, influencing individual and collective thought, guiding behavior, and shaping social norms. Aphorisms often act as social tools for reinforcing or undermining social norms and stereotypes. They can be used as a way of advising or criticizing societal norms. For example, Orwell's aphorism, "All animals are equal, but some animals are more equal than others" (1945), critiques societal inequality and highlights the irony of political systems that profess equality while perpetuating injustice. Agha emphasizes the role of aphorisms in political discourse, reflecting social relations and reinforcing power dynamics [Agha, 2007].

Aphorisms are often used to persuade others or to influence their attitudes, beliefs, or behaviors. By encapsulating a complex idea in a succinct form, aphorisms have the power to appeal to reason, emotion, or shared values. For instance, Steve Jobs' aphorism, "The only way to do great work is to love what you do," encourages individuals to follow their passions, thereby shaping career decisions and promoting a positive outlook on work.

Aphorisms play an important role in maintaining social order by reinforcing accepted norms and values. They can act as tools of social control, subtly guiding individuals to conform to societal expectations. For instance, "An eye for an eye only ends up making the whole world blind." — Mahatma Gandhi critiques the cycle of revenge and promotes non-violent conflict resolution, reinforcing moral standards of justice and empathy.

In certain contexts, aphorisms can be used as manipulative tools to influence people's behavior and thinking, often masking the speaker's true motives with short but striking statements. "Time is money" (Franklin, 1758). This aphorism emphasizes the value of time, turning it into a commodity, which can be used as an argument to justify productivity. Bierwisch and Schreuder discuss how aphorisms can be utilized as rhetorical tools to motivate particular economic behaviors or to endorse specific ideologies.

In political contexts, aphorisms are often used to inspire action, rally support, or critique systems of power. They serve as rallying cries, invoking collective action and shaping public discourse. Aphorisms like "Give me liberty, or give me death!" (Henry, 1775) encapsulate a call to action in the context of political struggle. Such expressions serve as mobilizing forces that channel public sentiment in support of a particular political ideology or cause. These aphorisms tap into emotion and collective memory, serving as rallying cries in times of political unrest or social upheaval. The pragmatic function of aphorisms in political contexts is primarily to shape the public's perception of reality. They are designed to be catchy and easily remembered, spreading a particular ideology quickly across a wide audience [Agha, 2007; Wharton, 2017].

Many aphorisms encourage self-reflection and philosophical inquiry. They invite listeners to think deeply about their own lives, values, and the human condition. "Know thyself." — Socrates serves as a timeless aphorism that calls for introspection and personal growth. Its pragmatic function is to promote critical thinking and self-awareness.

Aphorisms are powerful linguistic tools that serve various pragmatic functions in communication. Through their concise and impactful nature, they shape perceptions, guide behaviors, and influence social and political movements. By analyzing aphorisms from a pragmatic perspective, we gain insight into how these expressions function not only as vehicles for conveying meaning but also as tools for influencing thought and action. As speech acts, aphorisms perform a vital role in the social, cultural, and cognitive domains, guiding individuals and communities in both personal and collective endeavors.

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INTERCONNECTION BETWEEN LANGUAGE AND COGNITIVE FUNCTIONS

F. Aslamova ¹*Abstract:*

The study of language abilities has historically been conducted in isolation from other cognitive functions, with a focus on specific disorders like aphasia and memory deficits. This traditional approach is no longer justified, as language disorders frequently coexist with impairments in memory and attention. Recognizing that higher mental functions are interrelated is essential for understanding cognitive deficits. Language plays a central role in cognition and is linked to basic functions such as attention and working memory.

Key words: Aphasia, memory and cognitive deficits, traumatic brain injury, mental functions, attention, cognitive domains, memory, attention, executive functions.

Introduction

Historically, language skills were studied separately from other cognitive functions. Initial clinical research and assessment methods primarily focused on defining language processes and disorders. This traditional perspective viewed language as distinct from memory, attention, executive functions, and other cognitive areas, suggesting that they should be addressed independently. Similar limitations applied to other cognitive functions, with research concentrating on specific deficits, such as language issues in aphasia, memory problems in Alzheimer's disease, and executive function deficits in traumatic brain injury. However, this approach is now deemed inadequate, as language disorders rarely exist in isolation; for instance, individuals with aphasia often experience concurrent memory or attention/executive issues, even in milder cases. Higher cognitive functions are interconnected and mutually supportive. To fully understand deficits in any cognitive area, it is essential to assess the health of related functions.

Language is fundamental to human cognition, closely linked not only to advanced cognitive abilities but also to basic functions like attention and working memory. An altered performance or specific error in language tasks may be linguistically rooted but is often influenced by factors outside of language itself. Three cognitive domains exemplify the relationship between language and cognition, underscoring the necessity of comprehensive language assessments that involve both linguistic and non-linguistic tasks.

First domain is language and memory, in patients with Alzheimer's disease, language deficits often coexist with memory impairments. For instance, an individual may struggle to recall words (an aspect of language) while also having difficulty remembering recent events (an aspect of memory). Language development is closely tied to memory. As children learn new words and phrases, they also develop memory skills to retain and recall this information. For example, when a child learns the name of an object, they must remember that name to use it in future conversations. During early childhood, as children acquire vocabulary, they also enhance their ability to remember stories and experiences. This interplay supports storytelling and comprehension skills, where memory helps recall words and context.

Second is language and attention, in individuals with attention deficit hyperactivity disorder, language processing can be affected. A person might find it challenging to follow conversations or comprehend complex sentences due to difficulties in sustaining attention. Attention is crucial for effective language processing. Children need to focus on speakers and context to understand and produce language accurately. Attention helps filter out distractions, allowing for better language learning and use. As children grow, their ability to sustain attention improves, enabling them to engage in more complex conversations and understand nuanced language. For instance, attending to a teacher during a lesson enhances their ability to grasp new vocabulary and concepts.

Third, language and executive functions, in cases of traumatic brain injury, individuals may experience executive function deficits, which can impact their language use. For example, a person may have trouble organizing their thoughts or planning what to say during a conversation, leading to disorganized speech or difficulty in articulating ideas. Executive functions, which include skills like planning, organization, and problem-solving, support language use by enabling individuals to formulate thoughts, organize sentences, and adjust language based on context and audience. In early childhood, as executive function skills develop, children become better at taking turns in conversations, staying on topic, and using appropriate language for different

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situations. For example, a child learns to ask questions and clarify misunderstandings, which enhances their communication abilities.

These domains do not develop in isolation; rather, they influence and support each other. For example, a child who is adept at remembering stories (memory) is likely to use rich language when retelling them, while a child who can focus well (attention) will better understand and learn new vocabulary. Activities such as reading, storytelling, and group discussions encourage the simultaneous development of language, memory, attention, and executive functions, fostering a well-rounded cognitive skill set.

Conclusion

In summary, examples show how language abilities are intertwined with various cognitive functions, reinforcing the need for comprehensive assessments that consider these relationships, and the interaction between these cognitive domains is essential for typical language development, enabling children to communicate effectively and navigate social interactions as they grow.

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THE IMPORTANCE OF METAPHORS IN STYLISTIC ANALYSIS OF THE TEXT

Z. Fayzulloyeva ¹, M. Karimova ²**Abstract:**

Metaphors are important language tools that help people understand and interpret meanings. They make ideas clearer, influence how we think, and make writing more creative. In stylistic analysis, metaphors reveal hidden meanings, explain complex ideas in simple ways, and show an author's unique way of using language. This article explains why metaphors matter in stylistic studies, how they are used in different types of writing, and how we can analyze them effectively. By understanding metaphors, we gain insight into how language shapes our thoughts and communication.

Key words: metaphor, stylistics, figurative language, conceptual metaphor, literary analysis, discourse, language and thought.

Metaphors are powerful and commonly used in language. They shape how we think, communicate, and understand texts. In stylistic analysis, metaphors help uncover deeper meanings, reveal what an author wants to express, and enhance the beauty of a piece of writing. This article explores why metaphors are important in analyzing style, their functions, and the best ways to study them.

Metaphor comes from the Greek, *metaphora*, meaning to carry or to transfer something. It is used to create a mental expression, a judgment and transfers characteristics of a concept to another [Abdullah, 2013]. The stylistic investigation of metaphors involves the way metaphor is used in specific texts, by individual authors, or groups of authors forming a school, generation, or similar social groupings. Metaphor can be studied in such texts as Shakespeare's "Anthony and Cleopatra", "King Lear", and "Macbeth" [Freeman 1993, 1995, 1999].

The metaphor, according to I.A. Richards in *The Philosophy of Rhetoric* (1936), consists of two parts: the tenor and vehicle [Richards, 1936: 21]. The tenor is the subject to which attributes are ascribed. The vehicle is the subject from which the attributes are borrowed. Other writers employ the general terms ground and figure to denote what Richards identifies as the tenor and vehicle, e.g.: All the world's a stage, And all the men and women merely players; They have their exits and their entrances; — (William Shakespeare, *As You Like It*).

A metaphor is a way of explaining one idea by comparing it to another without using words like "like" or "as." They give insight into how language influences how we see the world. Why are metaphors important in stylistic analysis?

1. Explaining complex ideas simply. Metaphors make difficult concepts easier to understand. For example, in politics, saying "war on poverty" makes economic struggles feel like a battle, helping people understand its seriousness.

2. Making writing more interesting. Writers use metaphors to create strong mental images and emotions. Shakespeare's famous line "All the world's a stage" compares life to a theater, making it more relatable.

3. Shaping how readers think. Metaphors influence how people see a situation. If a financial crisis is called a "storm," it seems like something natural and unavoidable. If it is called a "man-made disaster," it suggests human responsibility.

4. Reflecting a writer's unique style. Different authors use metaphors in different ways. For example, poet Emily Dickinson often used metaphors from nature, while George Orwell preferred industrial and political imagery.

Metaphors are essential in stylistic analysis because they shape how we interpret language. Studying them helps us uncover deeper meanings in texts, appreciate the beauty of figurative language, and understand how words influence thought. Whether in literature, politics, or everyday speech, metaphors are powerful tools that shape how we see the world.

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WILLIAM FAULKNER'S LITERARY STYLE: A MASTERPIECE OF MODERNIST INNOVATION

*T. Suleymanov*¹

Abstract:

William Faulkner's innovative literary style, characterized by stream-of-consciousness narration, nonlinear timelines, and rich symbolism, redefined modernist literature. This article examines how works like *The Sound and the Fury* and *As I Lay Dying* use these techniques to explore themes of memory, identity, and the American South. Faulkner's intricate prose and Southern Gothic influences create layered narratives that challenge readers and illuminate the human condition. His unique style solidifies his legacy as a transformative figure in 20th-century literature.

Key words: literary style, stream-of-consciousness, nonlinear narrative, symbolism, Southern Gothic, modernist literature, memory, identity, human condition, prose, themes, narrative techniques.

William Faulkner, one of the most celebrated American writers of the 20th century, is renowned for his distinctive and innovative literary style. His work, deeply rooted in the American South, is characterized by its complexity, experimentation, and profound exploration of human nature. Faulkner's style is not merely a vehicle for storytelling; it is an integral part of the narrative itself, shaping the way readers experience his fictional world. Through his use of stream-of-consciousness narration, nonlinear timelines, rich symbolism, and a deep engagement with the Southern Gothic tradition, Faulkner crafted a body of work that continues to captivate and challenge readers.

One of Faulkner's most notable stylistic techniques is his use of stream-of-consciousness narration. This method, which seeks to replicate the flow of thoughts and feelings in a character's mind, allows Faulkner to delve deeply into the psyches of his characters. In novels like *The Sound and the Fury* (1929), Faulkner employs this technique to explore the fragmented and often chaotic inner worlds of the Compson family. Each section of the novel is narrated by a different character, and their perspectives are rendered with a raw, unfiltered immediacy. This approach not only reveals the characters' innermost thoughts but also underscores the subjectivity of human experience. By immersing readers in the characters' minds, Faulkner blurs the line between reality and perception, creating a narrative that is as much about the act of thinking as it is about the events being recounted.

Faulkner's narratives often eschew traditional linear storytelling in favor of fragmented, non-chronological structures. This technique is particularly evident in *As I Lay Dying* (1930), where the story of the Bundren family's journey to bury their matriarch is told through a series of disjointed, first-person accounts. Each chapter shifts between characters and time periods, creating a mosaic of perspectives that gradually coalesces into a complete picture. This nonlinear approach mirrors the way memory and experience operate in real life, where the past and present are constantly intertwined. Faulkner's manipulation of time challenges readers to actively engage with the text, piecing together the narrative like a puzzle. This technique not only heightens the emotional impact of the story but also reflects the themes of dislocation and impermanence that pervade his work.

Faulkner's prose is imbued with rich symbolism and vivid imagery, often drawing on the landscapes and history of the American South. In *Absalom, Absalom!* (1936), the decaying plantation of Sutpen's Hundred serves as a powerful symbol of the South's decline in the aftermath of the Civil War. The novel's intricate web of metaphors and allusions invites readers to consider the broader historical and cultural forces at play. Faulkner's descriptions of the natural world are equally evocative, with the lush, oppressive landscapes of Mississippi serving as both a backdrop and a reflection of his characters' inner turmoil. Through his use of symbolism, Faulkner transforms the specific into the universal, exploring themes of race, class, and identity that resonate far beyond the confines of his fictional Yoknapatawpha County.

Faulkner's work is deeply rooted in the Southern Gothic tradition, a literary genre characterized by its exploration of the grotesque, the macabre, and the morally ambiguous. His novels often feature flawed, tragic characters grappling with the weight of history and the consequences of their actions. In *Light in August* (1932), Faulkner examines the destructive effects of racism and religious fanaticism through the story of Joe Christmas, a man of uncertain racial heritage. The novel's dark, haunting atmosphere is typical of the Southern

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Gothic, as is its preoccupation with themes of guilt, redemption, and the enduring legacy of the past. Faulkner's ability to blend the Gothic with the deeply human makes his work both unsettling and profoundly moving.

Faulkner's prose is also notable for its linguistic innovation. His sentences are often long, intricate, and densely packed with clauses, reflecting the complexity of his characters' thoughts and the world they inhabit. This stylistic choice can be challenging for readers, but it also rewards careful attention, revealing layers of meaning and nuance. Faulkner's dialogue, too, is masterfully crafted, capturing the rhythms and cadences of Southern speech while also conveying the subtleties of his characters' emotions and relationships.

William Faulkner's literary style is a testament to his genius and his willingness to push the boundaries of narrative form. Through his use of stream-of-consciousness narration, nonlinear timelines, rich symbolism, and the Southern Gothic tradition, Faulkner created a body of work that is as innovative as it is enduring. His novels and short stories continue to be studied and admired for their depth, complexity, and unflinching exploration of the human condition. Faulkner's style is not just a means of telling stories; it is an essential part of what makes his work so powerful and timeless. In the words of Faulkner himself, "The past is never dead. It's not even past." Through his writing, Faulkner ensures that the past and the stories we tell about it remains alive and vital.

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ENGLISH CURRICULUM RENEWAL IN SCHOOLS

F. Nuriddinova ¹, Z. Nuriddinova ², G. Yuldasheva ³*Abstract:*

Curriculum is to have been formulated by the history, psychological and philosophical minds, educational theorists and scholars of the society. Curriculum is viewed the planned chain of the content sequence of a grade-cohort subject. Curriculum is the sequel of one's life experience and should also be the others'. "Social and political developments are the factors for the curriculum implementation or vice versa" (Bobbitt, 1918). As long as the huge percentage of the world population are the client of education curriculum and its inclusions necessarily shape the mindsets of them with sticking to curricular products. Technological changes remind individuals what have been transformed and what should consecutively be, also, how we need to educate. Information technology and communication have been the answer how recent curricula of advanced educational systems possess all needed multi-dimensional inclusions of educational requirements. "The present-day technology advances in curricula development are becoming more and more varied with the reforms of government authorities, school analytic experts, scholars of educational managements, all of which are essential assets of curriculum recourse" (Korn., 2004). As technological breakthroughs roar, "massive updates began filling the gaps of should-be definitions of curriculum" (Bronkhorst., 2000). New technological instructions regulate the challenges of school learners and these are by far the fastest mobilizing and changing aspects of the world. Technology-blended curriculum matches the uncertain world of the future with its electronic, computerized and verbiage features. Up-to-now curriculum is structured concerning the age-cohort because of which is significantly suggested that knowledge acquisition varies among ages. However, there still remain gaps in comprehending stratification, likely regarding the gender.

Key words: curricula development, computerized and verbiage features, up-to-now curriculum, philosophical resources, consequent vision, educational breakthrough, underpinning resources.

Introduction

Key effective factor to change is fostering new innovations in the edges of the former situation (Brown and Eisenhardt, 1998).

The present-day curriculum of Uzbekistan is the consequent vision of the mistakes and achievements of the past (from the dawn of Educational Revolution in Central Asia to the scope of colonialism) and the next updates of the Curriculum should be inclusive of the continuation of the achievement sequence and eradication of the mistakes. The past is the great teacher that individuals can ever learn from, hence, there stand comparative breakthroughs of structuring educational curriculum based upon the most developed ones ahead of the education-managing scholars. Countless case studies, a plethora of philosophical resources of running educational institutions are supposed to be the underpinning resources on the purpose of responding this task.

History of Preschool Education

Tracking unofficial preschool education is controversial since the information resources of Preschool in up-to-colonization of Central Asia.

The preschool curriculum in Soviet Union was almost "the same educational documentation and the same way of teaching" (Brickman, 1964; Fitzpatrick, 1971). The second implementation was that "few changes in preschool education and no authority to school directors to employ something new" (Aliyev, 1984). "The only changes occurred in the preschool reformation had been reformed by Stalin and Brezhnev era" (Tudge, 1973).

History of Primary Education

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As the central topic of this unit, the history of primary education of Uzbekistan was unfairly unsubstantial. 20% children of Soviet Central Asia had the political and financial chance to attend the primary school, "the percentages of literacy varied from 2%-8%" (Kuzin, 1977). Coming to the 1930s, after the Red Revolution, the Ministry of Enlightenment launched "projects (complexes), the ways to the formal didactic system of teaching elementary school children that still are noticed in current schooling of post-Soviet countries" (Brickman, 1964; Fitzpatrick, 1971).

After the split of Soviet Union, the factor that would influence the educational development was the long-term concern of refining the outdated remains of the former Empire. Most of the Eastern Europe countries, for example, underwent educational practices in a passive medium.

The diagram explains the amount of changes in post-Soviet East Asian Countries Curricula in percentage values, based on the statistic features in Heyneman, Stephen P.: Educational Choices in Eastern Europe and the former Soviet Union - Review Essay - Educational Economics (Volume 5, No.3, 2019) pp.333-339.

The changes referred in the diagram pointed out the transformation in implementing new world educational agendas into curricula. One of those global educational agendas was the extension of English across the Eastern World.

The acceptance of English in post-Soviet Uzbekistan correlated the volume of willingness of other Central Asian countries, according to the facts of Richard, J. C., (2021).

This novel branch, initially, filled the secondary and higher educational systems with new curricula extras. Nevertheless, as the language of scientific research and global media, English needed to be polished through extra curricular activities in the curriculum system of primary education, which defined the increase in the acceptance of this subject.

Those charts depict the changes in the primary education curriculum of Uzbekistan because of the subjects additional of the new world and English in the scope of hours in a week, in 1989, 2009 and the period up until the present day, respectively.

History of Secondary Education

However so difficult to be isolated from the stable 70 years, said Vasilieva (1992), academic subject areas above elementary level, have been chosen on the basis of their importance as they become foundations on outward looking, free-market oriented, democratic and civil societies. "At the centre such subjects as sociology, politics, humanism and foreign languages, the latter education system of secondary level aimed at catching up with the internal functioning of democratic government" (Kuhn., 2005).

History of Higher Education

Asilov, B. (2005) described that the introduction of higher education level programs for English academic study (2015) helped to lay foundations for the emergence of English experts in teaching education (pedagogical institutes) that would control the attempts to spread English-specific academic areas to the lower layers (secondary and primary education). This idea was to complete the change in excluding a number of outdated subject areas and embodying the development-relevant subjects in democratic country.

Conclusion

The standards and norms of the field of Education - UNESCO - of the UN suggest that Language Curriculum Development should answer the following questions:

1. "Educational values and principles should be used to determine the content of a curricular language program?"
2. Contextual factors are needed to be into account in planning language teaching syllabus?
3. The aims and objectives of teaching, are concerning to serve one's (pupil's) interests?
4. Local/global issues are supposed to be selected, adopted in designing instructional materials for the course units?

See also Cummins, J. and Davison, C. (2007) The global scope and policies of ELT: Critiquing current policies and programmes. In J. Cummins and C. Davison (Eds), *International handbook of English language teaching* (Vol. 1, pp. 237–248). New York: Springer.

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COMPARATIVE ANALYSIS OF REALIS AND IRREALIS CONSTRUCTIONS

N. Ochilova ¹

Abstract:

This article shows the constructions and functional differences between Realis and Irrealis in linguistics. the Realis / irrealis distinction noted in pronominal prefix forms of verbs in Uzbek (e.g.) may not be functionally compatible with other morphological differences in English. the distribution of irrealis information in English and Uzbek into lexical categories within a sentence is not considered to be the opposite of a verb. A pronoun meaning a subject can mean a secondary meaning to represent someone as a subject of speech.

Key words: prefix, lexical category, functional study, pronominal prefix, linguistic unit, irrealis category.

The functional differences between Realis/irrealis constructs make it possible to view many problematic-looking issues of cross-language comparison from a new perspective. That is, the functional properties of any given Realis/irrealis distinction not only depend on language, but also come from grammatical markers. Thus, the Realis / irrealis distinction recorded in the pronominal prefix forms of verbs in Uzbek (e.g.) may not be functionally compatible with other morphological differences in English. More precisely, what we expect from two systems is the basis for dividing some part of the conceptual space in modality into two opposite categories.

It is no coincidence that Reesink emphasizes the importance of accuracy in the use of terms that reflect the meanings inherent in linguistics in a given language (Reesink's 2008). The reason is, if linguists are convinced that the same terms are used to represent functionally distinct states, one can trace the origin of the problem of negating differences between other comparable systems. Linguists argue that the use of the terms "Realis" and "irrealis" in some languages is incorrect, a condition that can disrupt the process of analyzing the above terms. It is important to take into account this situation.

In his paper, Cristofaro warns of "misrepresentation of the distribution properties of categories defined in certain languages as" irrealis" " (Cristofaro 2012: 134). As with the use of many terms in linguistics, I agree with Cristofaro's argument that there are a number of grammatical ambiguities that lead to misrepresentation of information when using the terms "Realis" and (in particular) "irrealis". At the same time, when linguists use the descriptive labels "Realis" and (especially) "irrealis" in relation to certain constructions, it should usually be considered that it is possible to explain and compare what it means, even if not everything is defined as such.

Nevertheless, Cristóforo's view that caution should be exercised when using modal category terms is justified, the reason is that cases of the term "irrealis" being used when expressing different meanings can be observed. However, there is also a downside to this. If we consider the conceptual space of the Realis and irrealis categories only in terms of more theoretical categories (e.g., with respect to tense, aspect, mood and negation) and related concepts, we can take the opportunity to understand the Realis and irrealis category, among categories that are considered irrelevant in linguistics. For example: thagin comforted my face, but waited for the foot of those who came and went to be disgraced, I was here houses that bachki's mother would come to me for bulgapi and believe in Kurish. (Ghafur Ghulam, Yodgor, P. 141)

Her mother may have been Blatchford's third cousin and her father the younger son of a baronet, but that placed them firmly in the gentry. So why had she taken the attentions of Pembroke's son seriously? He had merely been amusing himself with a harmless holiday flirtation—harmless in his eyes. (Allison Lane, CHRISTMAS COLLECTION, 4)

For example, if one characterizes the use of a lexical slice with a suffix meaning "probable" in a sentence of a given language as an "irrealis" construct, it is incorrect to compare this with a language that does not consider Irrealis as a Category. The breakfast room was nearly full. By the time he had filled a plate, the only seat left was next to Victoria. (Allison Lane, CHRISTMAS COLLECTION, 12); as if taking the giraffe with Nina, the jinniying gag fell on the Jinnie, stopping from beating people. (Ghafur Ghulam, P. 159; When a wife leads, I lose the tip of kalavam! (Abdullah Qahhor. "Sinchalak", P. 83;

If only he had known she was going. They still would have partied, but at least he could have bidden her farewell. She had felt jilted, which must have hurt badly. He definitely owed her that apology. (Allison

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Lane, CHRISTMAS COLLECTION, 16). In the languages being compared, the irrealis category refers to the general semantic components of situations, the constructive combination of linguistic units of different levels at different levels. In most cases, the meaning of irrealis is applied to units of language that represent different levels of event-phenomena that do not belong to Real reality. The variety of linguistic units representing the meaning of irrealis is also related to their expression in different terms.

The application of the Irrealis category can include meanings covering all types and levels of the negation meaning in different contexts: temporal or temporal reference (Future); Type and/or type of tense (unfinished states, processes in the media, recurring situations in the past or present); modality (hypothetical, instructive); and negation (imperfect perception). For instance, Sylvia giggled, recalling other incidents from the past. Alice basked in her amity for several minutes before Sylvia's children called her away to witness some daring feat. It had been years since she had been treated as an equal. Even the other governesses were wary of her, unsure whether she was one of them or one of the family. (Allison Lane, CHRISTMAS COLLECTION, 17). "I waited at the folly until after dark, but you never came," she admitted. "I could hardly ask where you were without revealing our assignation, but I overheard one of the grooms say that you had left the day before. (Allison Lane, CHRISTMAS COLLECTION, 19)

In modern linguistics, special attention is paid to the description of the meaning of a sentence. In this aspect, there are different approach methods in the analysis of sentences, but the system of specific concepts has not yet been developed to the end, and therefore the task of identifying and systematizing the semantic types of sentences is considered relevant.

Thus, the distribution of irrealis information in English and Uzbek into lexical categories within a sentence is not considered to be the opposite of a verb. A pronoun meaning a subject can mean a secondary meaning to represent someone as a subject of speech. This situation is greater than in all other referents in this segment of speech, that is, in the verb.

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PRAGMATIC ASPECTS OF THE CONCEPT OF HUMANISM IN THE WORKS OF JOHN GALSWORTHY

D. Giyasova ¹

Abstract:

John Galsworthy, a Nobel Prize-winning English novelist and playwright, is renowned for his deep exploration of humanistic values in his literary works. His writings reflect a pragmatic approach to humanism, emphasizing social justice, moral responsibility, and the complexities of human relationships within a rapidly changing society. This paper examines the pragmatic aspects of humanism in Galsworthy's major works, particularly *The Forsyte Saga*, and analyzes how his humanistic ideals manifest in character development, social critique, and ethical dilemmas. By employing a close textual analysis and referencing critical scholarship, this study highlights Galsworthy's contribution to humanist literature and his enduring relevance in discussions of morality and social equity.

Key words: John Galsworthy, Humanism, Pragmatism, *The Forsyte Saga*, Social Justice, Moral Responsibility.

Humanism, as a philosophical and ethical stance, emphasizes the value and agency of human beings, individually and collectively. In literature, humanism often manifests through narratives that explore empathy, social justice, and moral integrity. John Galsworthy (1867–1933), a prominent figure in early 20th-century literature, integrated humanistic ideals into his works with a pragmatic approach, addressing real-world issues such as class disparity, legal injustice, and personal ethics.

Galsworthy's humanism is not merely theoretical but is deeply rooted in practical concerns, making his works resonate with readers across generations. This paper explores how Galsworthy's humanism operates pragmatically in his fiction, focusing on *The Forsyte Saga* (1906–1921) as a primary case study while also referencing his plays and other novels.

Pragmatic humanism, as conceptualized by scholars such as Richard Rorty and Martha Nussbaum, refers to the application of humanistic values in real-life contexts, emphasizing problem-solving and ethical action over abstract idealism (Rorty, 1989; Nussbaum, 1997). Galsworthy's works align with this framework, as his characters often grapple with moral choices that have tangible social consequences.

In her 2024 study, Xamzaevna explores the linguocultural characteristics of the concept of "Insonparvarlik" (Humanism) within an Uzbek context, highlighting how language and culture shape the pragmatic understanding of humanistic values. The article, published in *Miasto Przyszłości*, argues that humanism is not a universal, static ideal but is instead interpreted and expressed differently across linguistic and cultural frameworks. Xamzaevna emphasizes the pragmatic function of humanistic discourse—how it is used in real-life communication to convey empathy, social responsibility, and ethical behavior within specific cultural norms. By analyzing linguistic expressions and cultural narratives, the study demonstrates that humanism operates as a dynamic, context-dependent concept, influencing interpersonal interactions, moral reasoning, and collective identity. This aligns with broader pragmatic theories that view meaning as constructed through social practice rather than existing in isolation (Xamzaevna, 2024). The research contributes to cross-cultural discussions on humanism by illustrating how pragmatics—language in use—mediates its interpretation and application in different societies.

Unlike utopian humanists, Galsworthy presents humanism as a struggle - one that requires compromise, resilience, and sometimes painful self-awareness. His narratives do not offer easy resolutions but instead highlight the complexities of human nature and societal structures.

The Forsyte Saga, Galsworthy's magnum opus, critiques the materialistic values of the upper-middle-class Forsyte family. Soames Forsyte, the central antagonist, embodies possessive individualism, treating relationships as property (Gindin, 1987). In contrast, characters like Irene and Young Jolyon represent humanistic resistance, valuing emotional authenticity over social conformity.

Galsworthy's pragmatic humanism is evident in his nuanced portrayal of these conflicts. He does not idealize his humanist characters; instead, he shows their struggles and imperfections. For instance, Irene's pursuit of personal freedom comes at a high emotional cost, illustrating the real-world challenges of upholding humanist principles.

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Galsworthy, trained as a barrister, frequently addressed legal injustices in his works. In *Justice* (1910), a play that influenced prison reform, he critiques the dehumanizing effects of the penal system (Barker, 1963). Similarly, in *The Forsyte Saga*, the divorce laws of Victorian England are scrutinized for their disregard for women's autonomy.

His humanism is pragmatic in that he advocates for systemic change rather than mere moral condemnation. By exposing institutional flaws, Galsworthy pushes readers to consider actionable reforms—a hallmark of pragmatic humanist thought.

Galsworthy's characters often undergo moral awakenings, reflecting his belief in personal responsibility. In *The Man of Property* (1906), Old Jolyon's gradual rejection of Forsyte values in favor of compassion demonstrates this evolution (O'Hara, 1991).

This aligns with the pragmatic humanist view that ethical growth arises from lived experience rather than abstract principles. Galsworthy's narratives suggest that true humanism requires active empathy—a willingness to engage with others' suffering and act upon it.

Comparing Galsworthy with contemporaries like H.G. Wells and George Bernard Shaw reveals distinct approaches to humanism. While Shaw's humanism was more polemical and Wells' more utopian, Galsworthy's was grounded in psychological realism and social critique (Dupre, 1976).

His focus on individual moral dilemmas, rather than sweeping ideological solutions, underscores his pragmatic orientation. This approach makes his humanism more accessible and relatable, as it acknowledges the constraints of real-world circumstances.

John Galsworthy's works present humanism not as an abstract ideal but as a practical ethos requiring courage, empathy, and societal engagement. Through *The Forsyte Saga* and his plays, he critiques materialism, advocates for legal reform, and explores the complexities of moral responsibility. His pragmatic humanism remains relevant today, offering insights into how literature can inspire ethical reflection and social change.

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THE USE OF PHRASEOLOGICAL UNITS IN LITERARY TEXTS

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Abstract:

Phraseological units, often referred to as idioms, collocations, or fixed expressions, are pivotal in enriching literary texts. This article explores their functions, types, and impact in literature, highlighting their contributions to style, meaning, and cultural context.

Key words: Phraseological units, Literary analysis, Idioms, Cultural context, Character development, Language and literature.

Introduction

Phraseological units—like idioms, collocations, and proverbs—are important parts of language that consist of fixed expressions. These phrases often convey meanings that go beyond the literal interpretations of the individual words. In literature, they play a vital role in enriching the text and enhancing the reader's experience.

By using these units, authors can set the tone, style, and emotional depth of their works. They help create relatable characters and authentic settings by embedding cultural references and everyday language. Additionally, these phrases can capture complex ideas and feelings in a straightforward way, allowing for a deeper exploration of themes.

As literature evolves, the use of phraseological units reflects the changing dynamics of language and culture. This article will look at their various functions in literary texts, highlighting how they enhance imagery, convey cultural context, and develop characters. Through specific examples, we'll see how these linguistic tools add richness to literary expression.

Phraseological units can be categorized into several types:

Idioms: Expressions whose meanings are not predictable from the individual words, e.g., "kick the bucket," which means to die.

Collocations: Words that frequently occur together, such as "make a decision" or "strong coffee." These combinations create a natural flow in language.

Proverbs: Traditional sayings that convey general truths or principles, e.g., "A stitch in time saves nine," emphasizing the importance of timely action.

Fixed Expressions: Standardized phrases used in specific contexts, like greetings or farewells, e.g., "How do you do?"

The table below outlines the various functions of phraseological units in literature, highlighting their significance in enhancing the reading experience. Each function is accompanied by specific examples from well-known literary works, along with descriptions that illustrate how these units contribute to imagery, cultural context, character development, and the overall rhythm and sound of the text.

Function	Example	Description
Enhancing Imagery	"The world's mine oyster" (Shakespeare)	Evokes vivid images of ambition and opportunity in <i>The Merry Wives of Windsor</i> .
Conveying Cultural Context	"Y'all" (Southern American English)	Grounds narratives in the American South, enhancing authenticity in works like <i>To Kill a Mockingbird</i> by Harper Lee.
Character Development	"It's all gone pear-shaped" (British English)	Illustrates a character's informal speech and background, as seen in characters from <i>Harry Potter</i> by J.K. Rowling.
Creating Rhythm and Sound	"Tickled pink"	Adds a light, whimsical quality to the language, enhancing the narrative's musicality, as seen in works like <i>The Wind in the Willows</i> by Kenneth Grahame.

Case Study

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Below, we'll take a closer look at how three renowned writers—James Joyce, T.S. Eliot, and Virginia Woolf—use these linguistic tools in their works. Each case study will show how these authors breathe life into their characters, reflect cultural contexts, and explore complex themes, highlighting the power of language in storytelling.

James Joyce

In *Ulysses*, James Joyce masterfully weaves a rich tapestry of idiomatic expressions that capture the lively everyday speech of Dublin. By using colloquial language, he creates a sense of authenticity in his characters' dialogues, allowing readers to connect with them on a personal level. For example, expressions like "the whole kit and caboodle" highlight the vibrant local vernacular, making the characters feel relatable and real. Joyce's attention to the nuances of speech not only grounds the narrative in a specific place but also enhances the overall experience of the reader.

T.S. Eliot

T.S. Eliot's *The Waste Land* is a brilliant exploration of modernity, where he uses proverbs and allusions to bridge contemporary issues with historical and literary traditions. His incorporation of various phraseological units adds layers of meaning to the text, inviting readers to interpret it in multiple ways. For instance, when he references lines from classical texts, he creates a dialogue between the past and the present, enriching the poem's complexity. This blend of the familiar and the obscure challenges readers to engage deeply with the themes of disillusionment and fragmentation in the modern world.

Virginia Woolf

Virginia Woolf's novels often feature collocations that reflect her innovative stream of consciousness technique. This approach allows readers to dive into the fluid thoughts and emotions of her characters, creating an intimate connection with their inner lives. For example, phrases like "a moment of being" capture fleeting thoughts and feelings in a way that feels natural and organic. Woolf's use of language not only enhances the psychological depth of her narratives but also immerses readers in the characters' experiences, making them feel as if they are living those moments alongside them.

In summary, phraseological units are essential elements of language that enrich literature in various ways. Through idiomatic expressions, proverbs, collocations, and other fixed phrases, authors can enhance imagery, convey cultural context, develop characters, and create rhythm in their narratives. The case studies of James Joyce, T.S. Eliot, and Virginia Woolf illustrate how these linguistic tools can deepen emotional resonance and invite readers into the authors' worlds.

As language continues to evolve, the use of phraseological units remains a powerful way for writers to connect with their audience, reflect societal changes, and express complex ideas. By recognizing the significance of these expressions, we gain a greater appreciation for the artistry of literature and the intricate ways in which words can shape our understanding of human experience. Ultimately, phraseological units not only enrich the text but also enhance our engagement with the stories that resonate with us across time and culture.

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МОДЕРНИЗАЦИЯ ПРОФЕССИОНАЛЬНО-ПЕДАГОГИЧЕСКОЙ И ПСИХОЛОГИЧЕСКОЙ ПОДГОТОВКИ РАБОТНИКОВ ВЫСШЕГО ОБРАЗОВАНИЯ

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Аннотация:

Современный мир характеризуется стремительными изменениями, что требует пересмотра подходов к подготовке педагогических кадров. В данной статье анализируются ключевые направления совершенствования профессионально-педагогической и психологической подготовки преподавателей высшей школы. Рассматриваются современные методы преподавания, развитие психологической устойчивости и компетенций, необходимых для эффективной работы в условиях цифровой трансформации образования.

Ключевые слова: высшее образование, педагогическая подготовка, профессиональное развитие, психологическая устойчивость, инновационные методики.

Образование является важнейшим социальным институтом, обеспечивающим преемственность знаний и готовность личности к выполнению социальных и профессиональных ролей. Образование – один из важнейших социальных институтов, обеспечивающих культурную преемственность поколений и готовность человека к выполнению социальных и профессиональных ролей. Современные вызовы требуют от педагогов не только владения предметной областью, но и высокой адаптивности, инновационного подхода к обучению, умения работать в цифровой среде. Повышение качества образования напрямую зависит от уровня подготовки преподавателей, их профессионального роста и психологической устойчивости.

Основные аспекты совершенствования подготовки преподавателей

1. Современные методы профессионально-педагогической подготовки

Система высшего образования претерпевает значительные изменения, требующие новых подходов к подготовке преподавателей. К основным направлениям модернизации педагогического образования относятся:

- Внедрение цифровых образовательных платформ и дистанционного обучения.
- Применение методик активного обучения (кейсы, проектная деятельность, геймификация).
- Усиление интегративного характера образовательных программ.
- Развитие критического мышления и рефлексивных практик в процессе преподавания.

Сегодня преподаватель должен не только передавать знания, но и формировать у студентов компетенции, позволяющие им успешно адаптироваться в быстро меняющейся среде.

В настоящее время в системе образования установлены руководящие принципы, основное внимание уделяется подготовке активной, свободной, творческой, гармонично развитой, высокоорганизованной, целостной личности. Главным условием достижения этой цели высших учебных заведений является модернизация всего ВУЗа

Важно обеспечить все достижения системы образования и науки путем внедрения системных, компетентностных, технологических подходов и новых педагогических технологий в образовательный процесс и их внедрения посредством современной интеграции.

Поддержание высокой мотивации на протяжении всего занятия во многом зависит от того, насколько предлагаемые учителем задания соответствуют уровню подготовки учащихся и доступны для выполнения на каждом этапе занятия. Педагог создает благоприятную среду для успешной коммуникации, предоставляя необходимые модели, вспомогательные материалы и подсказки. В качестве примера можно привести организацию беседы, посвященной особенностям изучаемого предмета.

2. Психологическая подготовка и устойчивость педагогов

Профессиональная подготовка современного учителя должна включать подготовку к инновационной деятельности, так как в настоящее время от него требуются инновационные способности и готовность к восприятию и участию в инновационном поиске и реализации инноваций.

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Успешно выполнять свои профессиональные функции может лишь преподаватель, являющийся личностью, у которого профессиональные знания и умения не превалируют над гражданской ответственностью, человеческими качествами, отношениями, а синтезируются с ними, взаимопроникают и взаимодополняют друг друга. Такие требования к преподавателю призваны изменить взгляд на сущность высшего образования, основой которого должна стать не передача знаний, не формирование умений и навыков, а профессиональное развитие преподавателя.

В современной психолого-педагогической науке широкое распространение получили зарубежные концепции развития личности, ориентированные не на подготовку предметника, а на максимальное развитие педагога; это следующие шесть областей (векторов) развития: компетентность, способность устанавливать дружеские отношения, фиксирование и достижение целей, установление идентичности (чувства индивидуальной самоидентичности), интеграция всех социально-психологических свойств личности.

Психологическое состояние преподавателя играет важную роль в образовательном процессе. Для эффективной работы в условиях высокой эмоциональной нагрузки и постоянных изменений необходимо:

- Развитие навыков управления стрессом и профилактики профессионального выгорания.
- Повышение уровня эмоциональной компетентности и саморегуляции.
- Развитие коммуникативных навыков и эмпатии.
- Создание программ психологической поддержки в образовательных учреждениях.

Адаптация преподавателей к изменяющимся условиям требует комплексного подхода, включающего постоянное повышение квалификации и развитие устойчивости к стрессовым ситуациям.

Совершенствование профессионально-педагогической и психологической подготовки преподавателей высшего образования – ключевой фактор повышения качества образования. Внедрение инновационных методик, развитие психологической устойчивости и создание условий для непрерывного профессионального роста позволяют формировать компетентных специалистов, способных эффективно работать в изменяющейся образовательной среде. Решение этих задач требует комплексного подхода и взаимодействия всех участников образовательного процесса.

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ИМЯ СУЩЕСТВИТЕЛЬНОЕ В НАЧАЛЬНЫХ КЛАССАХ

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Аннотация:

Русский язык занимает важное место в системе школьных предметов. Этим определяется важность и необходимость изучения русского языка. Основными индикаторами функциональной грамотности, имеющей мета предметный статус, являются коммуникативные, познавательные, регулятивные универсальные учебные действия. Период обучения в начальных классах характеризуется усвоением младшими школьниками большого количества грамматического материала, так как это ведет к языковому и речевому развитию школьников, в котором одно из мест занимает изучение темы «Имя существительное».

Ключевые слова: имя существительное, грамматика, обучение, объект, лингвист, грамотность, словарь, исследователь, термин, словосочетания.

История русской грамматики невозможна без упоминания Андрея Анатольевича Зализняка. Это был блестящий лингвист: знаток древнерусского языка, исследователь берестяных грамот, написавший фундаментальный труд ««Слово о полку Игореве»: взгляд лингвиста», автор «Грамматического словаря русского языка». Имя существительное было объектом изучения многих ученых, как русских, так и зарубежных. В отечественной лингвистике этой проблемой занимались такие филологи как В.В. Виноградов, А.М. Пешковский, В.А. Белошапкова и многие другие. Со школьных источников нам стало известно, что «Имя существительное» – это самостоятельная часть речи, которая обозначает предмет или лицо и отвечает на вопросы Кто? Что? Другие исследователи указывают, что термин «имя существительное» был заимствован из латинского языка и является переводом словосочетания «*nomē substantivum*» («имя сущности, субстанции») – термина, обозначающего существительное в латинском языке. В современном русском языке выделяют следующие признаки имени существительного: 1) собственное – нарицательное; 2) одушевленное – неодушевленное; 3) склонение; 4) род, 5) число и 6) падеж. [2].

Имя существительное – это самостоятельная часть речи, обозначающая предмет и отвечающая на вопросы Кто? Что? Это самая краткая и ясная теория.

К основным признакам имени существительного относятся:

А) Грамматическое значение.

Это значение предметности, то есть всего того, о чём можно сказать: это кто? или это что?

Например: Кто? Человек, мама, собака; Что? Шкаф, ноутбук, город.

Б) Морфологические признаки: род, число, падеж. [1].

Имена существительные:

1. Принадлежат к одному из трёх родов – мужскому, женскому, или среднему, но не изменяются по родам (яблоко – среднего рода, в любом случае род не изменяется).

2. Изменяются по числам: единственное число – множественное число (ручка – ручки, стол – столы, дерево – деревья).

3. Изменяются по падежам (И.п. ручка, Р.п. ручки, Д.п. ручке, В.п. ручки и т.д.).

Изменение по падежам и числам называется склонением. Начальная форма существительного – именительный падеж единственного числа.

В) Синтаксические признаки.

В предложении существительные чаще всего бывают подлежащими (если в Именительном падеже) и дополнениями (если Р.п., Д.п., В.п., Т.п., П.п.).

По типу обозначаемых предметов существительные делятся на два разряда:

Бывают одушевлённые – неодушевлённые [4].

Например: Мама- одушевлённое (то есть живое простыми словами которое отвечает на вопрос кто?); стол – неодушевлённый (не живое которое отвечает на вопрос что?).

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По характеру лексического значения существительные делятся на два разряда:

Собственное – нарицательное

Например: Иван (имена людей), Республика Узбекистан (к которым относятся имена, отчества, фамилии людей, клички животных, названия городов, рек, морей, океанов, озер (географические названия), названия книг и т.п.) – это собственное; парта, стул, дом, мальчик – нарицательное.

В русском языке 6 падежей и каждый падеж имеет свои вопросы которые называются падежными, а также у каждого падежа есть вспомогательное слово — оно помогает определить, на какие вопросы отвечает конкретный падеж.

Именительный падеж: есть Кто? Что?

Родительный падеж: нет Кого? Чего?

Дательный падеж: дать Кому? Чему?

Винительный падеж: вижу Кого? Чего?

Творительный падеж: люблю Кем? Чем?

Предложный падеж: думаю О Ком? О чём?

Вопросы Р.п. и В.п. схожи, но благодаря вспомогательным словам можно различить к какому падежу относится существительное.

Именительный падеж определяет начальную форму слова. Остальные пять падежей называются косвенными. Также имена существительные имеют три склонения (примеры приведены в начальной форме):

1 склонение ед. числа имеет окончания *а, я* (роза, семья); 1 склонение мн.числа имеет окончания *ы, и* (розы, семьи).

2 склонение ед.числа имеет окончания *о, е, нулевое окончание* (веретено, решение, лист, конь,); 2 склонение мн.числа имеет окончания *ы, и, а, я* (веретена, решения, листы, кони).

3 склонение ед.числа имеет *нулевое окончание* (ночь, мать); 3 склонение мн.числа имеет окончание *и* (ночи, матери).

Нумерация типов склонения условна и не имеет принципиального значения. В школьных учебниках (Гвоздева А.Н. и Леканта П.А.) отражена данная точка зрения. В «Грамматике — 80», в энциклопедии «Русский язык», в учебниках Шанского Н.М. и Тихонова А.Н., Галкиной-Федорук Е.М. к I типу склонения относятся существительные мужского и среднего рода. [3].

Ученикам стоит дать конкретное, раскрытое понятие об имени существительном. Для начала необходимо дать понятие что такое имя существительное. Затем раскрыть все признаки имени существительного и для более быстрого усвоения привести примеры.

Задачи изучения имён существительных в 1-4 классах:

- 1) формирование грамматического понятия «имя существительное»;
- 2) овладение умением различать по вопросу одушевлённые и неодушевлённые имена существительные;
- 3) формирования умения писать с большой буквы фамилии, имена и отчества людей, клички животных, некоторые географические названия, то есть различать собственные и нарицательные имена существительные;
- 4) ознакомление с родом имён существительных, употребление существительных с шипящими на конце;
- 5) развитие умения изменять имена существительные по числам;
- 6) овладение навыка правописания падежных окончаний имён существительных;
- 7) обогащение словаря учащихся новыми именами существительными и развитие навыков точного употребления их в речи. [1].

Итак, Имя существительное – это самостоятельная часть речи. Обучая признакам имени существительного, мы формируем правильную речь учеников он является не только объектом изучения, но и средством обучения, ибо на уроках русского языка учащиеся приобретают необходимые умения и навыки, с помощью которых они овладевают знаниями по другим предметам. Признаки имени существительного являются базовыми признаками русского языка. Главное правильное, интересное преподнесение и обобщение учителем этого материала школьникам. Работа на уроках носит практическую направленность и включает лишь элементарные обобщения.

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PRAGMATIC ASPECTS OF THE TRANSLATION OF ADVERTISING SLOGANS

Y. Raxmatova ¹, A. Ibayev ²*Abstract:*

The pragmatic aspects of translating advertising slogans play an essential role to ensure that a brand's message resonates with its target audience across different linguistic and cultural contexts. This article explores the challenges and strategies involved in translating advertising slogans, focusing on how pragmatics—such as context, speaker intent, cultural references, and the social function of language—affect the translation process. It examines how translators navigate the balance between preserving the original meaning, tone, and emotional appeal of the slogan while adapting it to align with the cultural and linguistic nuances of the target audience. Through case studies of successful and failed advertising translations, the article highlights the importance of a deep understanding of both the source and target cultures, as well as the intended effect of the message. Ultimately, the article argues that effective slogan translation requires a blend of linguistic creativity, cultural sensitivity, and strategic decision-making to maintain the persuasive power of the advertising message.

Key words: Translation, Advertising Slogans, Pragmatics, Cross-Cultural Communication, Linguistic Adaptation, Cultural Sensitivity, Brand Message.

Introduction. The translation of advertising slogans is a complex task that requires more than just linguistic proficiency. It involves navigating the intricate terrain of pragmatics, which encompasses not only the meaning of words but also the social, cultural, and contextual nuances that influence how a message is received by a target audience. Advertising slogans are carefully crafted to capture attention, evoke emotions, and persuade consumers. However, when these slogans are translated for different markets, they must retain their persuasive power while resonating with the cultural values, idiomatic expressions, and expectations of the target audience (Pym, 2010; Nida & Taber, 2003).

The role of pragmatics in this process is crucial, as it governs how the message functions in different communicative contexts. Pragmatic considerations include the speaker's intent, the relationship between the sender and the receiver, and the cultural assumptions underlying the message (Leech, 1983). A successful translation goes beyond mere semantic equivalence; it must adapt the slogan in a way that conveys the intended emotional and persuasive impact. For instance, a slogan that works well in one language may be ineffective or even unintentionally offensive in another due to differences in cultural perceptions or idiomatic usage (Krennmayr et al., 2011).

This article explores the pragmatic aspects of advertising slogan translation, examining the challenges translators face when adapting messages for diverse linguistic and cultural contexts. By analyzing various case studies and examining the role of culture, context, and social function in translation, the paper underscores the importance of a nuanced, pragmatic approach to ensure that advertising slogans remain effective across markets.

Literature review. The translation of advertising slogans has been widely studied in the field of translation studies, with a particular focus on how pragmatic factors shape the effectiveness of these translations. Given that advertising slogans are designed to evoke emotional responses and persuade potential consumers, it is essential for translators to consider not only linguistic equivalence but also the cultural, social, and contextual factors that influence how the message is received (Tymoczko, 2007). In this literature review, we explore key theories and approaches in the field, focusing on the role of pragmatics, the challenges involved in cross-cultural translation, and strategies used by translators to adapt slogans for different markets.

Pragmatics and Advertising Translation

Pragmatics, the study of language in use and the context-dependent nature of communication, plays a significant role in the translation of advertising slogans. Leech (1983) introduced the concept of "pragmatic meaning," highlighting how contextual factors such as the speaker's intent and the relationship between sender and receiver influence the interpretation of a message. In the context of advertising, these factors are crucial for ensuring that a slogan is persuasive and resonates with the target audience. According to Pym

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(2010), the successful translation of an advertising slogan requires understanding not just the words used, but the intended effect of the slogan within a specific cultural context.

Furthermore, Krennmayr et al. (2011) argue that the process of translating advertising slogans involves a dynamic interaction between linguistic features and the sociocultural environment of the target audience. In their analysis of cross-cultural advertising translation, they assert that the primary goal of a slogan is to influence the behavior of the target audience, making cultural sensitivity essential. The emotional and persuasive intent of the slogan must be preserved while adapting its message to the cultural norms and values of the target culture (Hervey & Higgins, 2002). For instance, a slogan with a particular emotional appeal in one culture may require significant changes to achieve a similar effect in another culture.

Cultural Challenges in Slogan Translation

The cultural dimension of advertising translation has been a central focus of many studies. One of the most significant challenges in translating advertising slogans is ensuring that the message does not lose its effectiveness or meaning when adapted to a new cultural context. Advertising slogans are often laden with culturally specific references, idiomatic expressions, humor, and connotations that may not be easily translatable into another language. House (2015) discusses the concept of "functional equivalence," which involves adapting the source text in a way that conveys the same effect and meaning, even if the words or phrases used differ. This approach is especially relevant in advertising, where the goal is not just to communicate information but to create a positive impression and influence consumer behavior.

In their study of international advertising campaigns, Baker and Saldanha (2009) emphasize that understanding cultural differences is essential for avoiding translation failures. They provide examples of how certain slogans, when directly translated, may create misunderstandings or even offend the target audience. A well-known example is Pepsi's slogan "Come alive with the Pepsi Generation," which was mistranslated in China as "Pepsi brings your ancestors back from the grave," highlighting the risks of direct translation without cultural consideration. Such instances underline the importance of cultural adaptation in the translation of advertising materials.

Translation Strategies and Approaches

Several strategies have been proposed for effectively translating advertising slogans. One common approach is localization, where the translator adapts the slogan to suit the local culture and language while maintaining the brand's core message and appeal. This strategy often involves altering the content, tone, or structure of the original slogan to make it more culturally appropriate (Chiang, 2006). For example, when translating Nike's famous slogan "Just Do It," it has been adapted in different countries to match local linguistic and cultural contexts, while retaining the motivating and empowering spirit of the original.

Another strategy is transcreation, a creative process that goes beyond literal translation to reimagine the slogan entirely, ensuring that it resonates emotionally with the target audience while staying true to the brand's identity (Vermeer, 2000). This approach is often used in cases where a direct translation would be ineffective or inappropriate due to cultural differences. For example, McDonald's uses transcreation when adapting its slogans for various countries, ensuring that the message is both linguistically and culturally appropriate.

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ПСИХОЛИНГВИСТИЧЕСКАЯ ЭКВИВАЛЕНТНОСТЬ В ПЕРЕВОДАХ: ТЕОРЕТИЧЕСКИЙ АНАЛИЗ

Н. Икромова ¹*Аннотация:*

В статье рассматривается понятие эквивалентности в переводоведении с позиций психолингвистики. Описываются основные подходы и методы оценки эквивалентности, включая подходы, основанные на поэлементном сопоставлении и сравнении контекстов. Особое внимание уделяется роли переводчика в сохранении эмоционального и культурного содержания текста, так как психолингвистика одна из ключевых точек анализа. Анализируются существующие трудности перевода, связанные с сохранением психологической и смысловой целостности текста.

Ключевые слова: эквивалентность, перевод, психолингвистика, художественное воздействие, стратегии перевода.

История термина эквивалентность

Как один из важнейших разделов переводоведения, эквивалентность занимает центральное место в научных исследованиях. Среди ученых, которые изучали эту тему, выделяются Юджин Найда, а также российские исследователи Н. К. Гарбовский, И. С. Алексеева, В. В. Сдобников. Термин “эквивалентность” имеет разное происхождение: В. Вилс связывает его с математикой, утверждая, что он обозначает соответствие между двумя множествами, тогда как Г. Егер рассматривает его как концепцию, заимствованную из логики. По утверждению Б. Илека, впервые термин по отношению к переводу употребил А. Федоров, а затем и Дж. Кэтфорд, из чего можно сделать вывод, что термин “эквивалентность” пришел непосредственно из лингвистики. По выявленным данным, данный термин в области переводоведения впервые был использован Р. Якобсоном при описании отношения к художественному переводу в своей статье “О лингвистических аспектах перевода” [37].

Следует отметить, что “эквивалентность” в инструментарии переводоведческой области с широким описанием изучен советским и российским лингвистом Вилен Наумович Комиссаров (1924–2005), специалист в области перевода и переводоведения, Доктор филологических наук Н. Комиссаров не исключал возможности того, что из-за некоторых отличительных черт исходного языка и языка перевода существует возможность возникновения потребности в сохранении или исключении смысловых единиц оригинала для достижения переводческой эквивалентности. Согласно В. Н. Комиссарову, эквивалентность включает пять уровней: уровень языковых знаков, синтаксической структуры, семантики, прагматики и функциональной адаптации. Он подчеркивал, что необходимость сохранения смысловых единиц оригинала зависит от их роли в передаче авторского замысла (Комиссаров, 1990). Но не все ученые были согласны с вышеприведенным высказыванием. Так как, термин “эквивалентность” неоднозначен, поэтому имеет разные толкования среди ученых-переводоведов. Подобные обстоятельства послужили причиной долгих споров о состоятельности эквивалентности как критерия оценки перевода.

Сравнив наиболее яркие интерпретации теории эквивалентности в переводоведении, можно сделать вывод о том, что несмотря на различия, существуют и точки соприкосновения между толкованиями данного феномена. Большинство ученых придерживается мнения, что эквивалентность является важным аспектом в ходе процесса перевода, который необходим для достижения смысловой равнозначности текстов оригинала и перевода.

Методы оценки эквивалентности

Существует множество теорий касательно методов оценки эквивалентности в переводоведении, но основными из них являются выдвинутые методы “поэлементного сопоставления” и “сравнения контекстов”. Метод поэлементного сопоставления предполагает систематический анализ отдельных элементов текста (Гарбовский, 2001), в то время как метод сравнения контекстов акцентирует внимание на семантическом и прагматическом взаимодействии контекста оригинала и перевода (Сдобников, Алексеева).

В обоих методах важно учитывать не только сходства, но и различия между языками, чтобы добиться максимальной точности и качества перевода. В результате, переводчик может использовать

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различные стратегии перевода, такие как буквальный перевод, свободный перевод, перевод с приближением и т.д., в зависимости от контекста и цели перевода

Согласно позиции выше перечисленных мнений ученых-переводоведов существуют ключевые понятия, как теоретически возможная эквивалентность и оптимальная эквивалентность перевода. По сути, сам текст имеет два значения. Первое значение подразумевает процесс перевода, а второе значение это - результат. Перевод текста должна быть сделана так чтоб его можно было назвать полноправным представителем оригинала залог, которого лежит на плечах максимально компетентного переводчика. По мнению Комиссарова, эквивалентность дает тексту право быть полноценной заменой Исходного текста, иначе перевод окажется переосмыслением переводчика, но никак не оригинальным переводом.

Однако, все еще есть много работы, которая должна быть сделана в этом разделе. Например, нужно продолжать исследования в области автоматического перевода, чтобы понять, какие алгоритмы и технологии могут помочь улучшить эквивалентность перевода.

Роль психолингвистики

По результатам изучения, предполагается, что появление термина психолингвистика относится к первой половине XX-века. Психолингвистика изучает взаимосвязь языка и психологических процессов, таких как восприятие и интерпретация текста. Так, речевая деятельность переводчика включает декодирование исходного текста и создание нового речевого продукта, сопровождающегося когнитивными и культурными трансформациями (Якобсон, 1959). Выяснилось что, психолингвистика также исследует влияние языковых особенностей на когнитивные процессы и наоборот. Данные факты используются для того, чтобы сделать вывод о причинах внедрения науки психолингвистика как раздел в науку переводоведения.

Когнитивный и прагматический подход к художественному переводу широко изучен отечественными исследователями и повлияло на успех в развитии школы национального переводоведения. Но психолингвистика и его место в переводоведении и в письменном литературном переводе еще не рассмотрено широко и является еще неизученной областью.

По данным психолингвистики общепризнанным считается, что речевую деятельность человека (восприятие, понимание и создание высказываний) постоянно сопровождают языковые образы, результатом которого является восприятие информации адресатом. При психолингвистике, адресат декодирует и осмысляет речь, то есть работают рецептивные механизмы, после чего у читателя происходят эмоциональные изменения. Рассмотрение примеров художественных произведений позволяет глубже понять, как перевод влияет на восприятие текста читателем.

Сознание мотива адресанта необходима для формирования представления контекста, в формировании которых решающая роль принадлежит зрительному представлению языкового материала. Следовательно, первое действие переводчика над письменным исходным текстом – смысловое восприятие отдельных языковых знаков (слов) – сопровождается визуальными образными откликами на них. Визуальные образы отдельных знаков, возникающие как психологические эквиваленты их значений, удерживаются памятью и складываются в целостную образную картину текста. Так формируется глобальный смысловой образ текста. Эти психолингвистические образы играют ключевую роль в обеспечении эквивалентности при переводе художественных текстов, так как, формирование смысла осуществляется в единицах внутреннего индивидуального предметно-изобразительного кода, своеобразного универсального языка, представляющего собой язык изображений, с которого возможны переводы на все другие языки.

Актуальность психолингвистической эквивалентности в переводе художественных произведений заключается в том, что она позволяет сохранить и передать эмоциональную и культурную специфику оригинального текста. Это особенно важно для сохранения авторского стиля и настроения произведения, а также для того, чтобы читатель мог полностью погрузиться в мир, созданный автором.

В современной теории перевода числятся множество аспектов психолингвистической эквивалентности перевода, главные из которых эквивалентность лексем в контексте и сам контекст в соответствии нормам перевода. По сути, контекст влияет на речь и сознание читателя. Переводчик должен иметь модели профессионализма, дабы сохранить данное психолингвистическое свойство текста. Эквивалентность лексикологического соответствия имеет сложности при толковании, если существует психологическая взаимосвязь в контексте. Примером психологического контекста можно представить изображение пейзажа в тексте или монолог героя, описание впечатлений персонажей. При переводе данных отрывков переводчик проходит несколько этапов: читает и воспринимает на ИЯ, а воспроизводит на ПЯ на бумаге, при этом сей художественный приём должен соответствовать к оригиналу текста по контексту и психологической обстановке.

Вывод: Сохранение эквивалентности требует от переводчика глубокого понимания оригинального текста, его культурных и эмоциональных аспектов. Общая концепция эквивалентности предполагает достижение смысловой, культурной и эмоциональной идентичности между оригиналом и переводом, что является ключевым критерием качественного перевода. Психолингвистический подход, дополняя эту концепцию, позволяет глубже понять, как когнитивные и психологические процессы восприятия текста влияют на создание эквивалентного перевода. Такой подход способствует не только передаче авторского замысла, но и сохранению воздействия текста на читателя, обеспечивая гармоничное сочетание смысловой и эмоциональной составляющих.

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AHMAD AL-FARG'ONIY – QOMUSIY OLIM

*Z. Tosheva*¹

Annotatsiya:

Ahmad al-Farg'oni – IX asrning yetuk olimlaridan biri bo'lib, astronomiya, matematika va geografiya sohalarida muhim ilmiy ishlarni amalga oshirgan. Sharqda Al-Farg'oni, Yevropada esa Alfraganus nomi bilan mashhur bo'lgan bu olimning hayoti va faoliyati haqida bizga juda oz va uzoq-yuluq ma'lumotlar yetib kelgan. U astronomik kuzatishlar olib borib, Yer va osmon jismlarining o'zaro nisbatlarini tadqiq etgan. Uning asarlari Yevropa ilm-fani taraqqiyotiga ham katta ta'sir ko'rsatgan.

Kalit so'zlar: Ahmad al-Farg'oni, Alfraganus, astronomiya, matematika, geografiya, o'zbek olimi, Sharq ilm-fani, IX asr, ilmiy meros, Yevropa ilm-fani.

Kirish

Ahmad al-Farg'oni (to'liq ismi Abul Abbos Ahmad ibn Muhammad ibn Kasir al-Farg'oni) (taxminan 798, Farg'ona — 865, Misr) - astronomiya, matematika, geografiya va boshqa ilmiy yo'nalishlarda faoliyat ko'rsatgan o'zbek qomusiy olimi. Sharqda Al-Farg'oni, Yevropada Alfraganus taxalluslari bilan mashhur. Uning hayoti va ilmiy faoliyati to'g'risida juda oz, u ham bo'lsa, uzoq-yuluq ma'lumotlar yetib kelgan.

Ahmad al-Farg'oni hayoti, ilmiy izlanishlari va kamoloti Abbosiylar sulolasi hukm surgan, Arab xalifaligi jahonning eng yirik saltanatlaridan biriga aylanib, uning ijtimoiysiyosiy va madaniy hayotida Movarounnahr, Xorazm va Xurosondan kelgan ko'plab mutafakkirlar muhim o'ringa ega bo'la boshlagan tarixiy davrda kechdi. Al-Farg'oni Xalifa Xorun ar-Rashid (786-809) vorislari al-Ma'mun (813-833), Mu'tasim (833-842) va Mutavakkil (846-861) hukmronlik qilgan davrda yashadi. Riyoziyot (matematika) va jug'rofiya (geografiya) fanlari bilan shug'ullandi hamda qator ilmiy va amaliy asarlar yozib qoldirdi. Dastavval Farg'onadan Marvga kelgan. Ilk o'rta asrlardayoq Marv O'rta Osiyoning yirik madaniy va ilmiy-ma'rifiy markazlaridan biri bo'lgan, bu maskanda o'sha davrlardayoq Movarounnahr, Xorazm va Xurosondan ko'plab olimlar-u fozillar va mutafakkirlar to'planib, madaniy adabiyotda muhim ahamiyat kasb etganlar. Hatto 651 yilda so'nggi Sosoniylar shahanshohi Yazdigard III ibn Shahriyor (632-651) arablar ta'qibidan qochib, poytaxt kutubxonasidagi kitoblarni o'zi bilan Marvga olib kelgan. Xalifalik qo'l ostiga o'tgach ham Marv o'zining qadimiy mavqeini yo'qotmay, nafaqat ilmiy va madaniy markazga, balki fath etilgan sharqiy viloyatlarning siyosiy markaziga aylangan.

813-yillarda Abdulloh al-Ma'mun taxtga o'tiradi. Biroq u xalifalik poytaxti Bag'dodga bormay, to 819 yilga qadar Marvda yashaydi. U o'z atrofiga olimlari fozillarni to'playdi. 819-yil al-Ma'mun barcha saroy a'yonlari va olimlari bilan birga Maradan Bag'dodga ko'chadi. Ular orasida al-Farg'oni ham bo'lgan. Bu davrda xalifalikda Horun ar-Rashid farmoni bilan bino qilingan ikkita rasad-xona va boy kutubxona bor edi. Abu Rayxon Beruniy ma'lumotiga qaraganda, rasadxonalardan biri Bag'dodning ash-Shammosiya mahallasida va ikkinchisi Damashq yaqinida Kasiyun nomli tog'da joylashgan edi. Rasadxonalarda Horun ar-Rashid asos solgan ilmiy markaz „Bayt ul-hikmat“ („Donishmandlar uyi“) olimlari ilmiy tadqiqotlar olib borardi. Ular orasida al-Farg'oni ham bor edi.

Al-Farg'oni avval Bag'doddagi rasadxonada ish olib bordi, so'ngra al-Ma'mun topshirig'iga binoan Damashqdagi rasadxonada osmon jismlari harakati va o'rnini aniqlash, yangicha „Zij“ yaratish ishlariga rahbarlik qildi. Al-Farg'oni yunon astronomlari, jumladan, Ptolemeyning „Yulduzlar jadvali“ asarida berilgan ma'lumotlarni ko'rib chiqish hamda o'sha davrdagi barcha asosiy joylarning jug'rofiy koordinatalarini yangitdan aniqlash yuzasidan olib borilgan muhim tadqiqotlarda faol ishtirok etdi. Shu munosabat bilan arab tilidagi ilmiy atamashunoslikka doir ishlarni, xususan, falakiyot, riyoziyot va geografiyaga oid atamalarni belgilab chiqishdek maxsus ilmiy ishlarni amalga oshirishda ham Al-Farg'oni xizmati katta. Bulardan tashqari, u ayrim astronomik asboblarni ixtiro etish, falakiyotshunoslikka doir arab tilidagi boshlang'ich bilimlarni belgilash va tartibga solish ishlariga ham muhim hissa qo'shdi. Al-Farg'oni hayoti va ilmiy hamda amaliy faoliyati to'g'risidagi eng so'nggi ma'lumot 861 yilga mansubdir. O'sha yili Abbosiy xalifa Abul Fazl Ja'far al-Mutavakkil (hukmronlik yillari 847-861) buyrug'iga binoan Nil daryosidagi suv sathini o'lchaydigan inshoot barpo etish uchun Misrning Qohira yaqinidagi Fustat shahriga keladi. Ilmiy-texnik va me'moriy jihatdan g'oyat ulug'vor bu qurilma Nil daryosining Sayyolat ul-Rod mavzesida hozirga qadar saqlanib qolgan.

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Musulmon mamlakatlari bo'ylab safarga chiqqan Zahiriddin Muhammad Bobur nomidagi ekspeditsiya a'zolari 1997-yil 5-dekabrda MARda bo'lishib, Al-Farg'oniylar hayotini o'rganishlari natijasida u Misrning Fustat shahrida vafot etganligi, Munattam tog'ining sharqiy qismidan sal narida joylashgan Imom ash-Shofe qabristoniga dafn etilganligini aniqlashdi. Vaqt o'tishi bilan uning qabri yo'qolib ketgan. U yerdan olib kelingan tuproq Farg'ona vodiysining Quva shahrida 1998-yil barpo etilgan ramziy qabrga qo'yildi.

Yozma manbalarda qayd etilishicha, Al-Farg'oniylar ilk o'rta asr falakiyot, riyoziyot va geografiya ilmlari yo'nalishida bir qancha ilmiy va amaliy asarlar yozib qoldirgan. Uning asosiy astronomik asari — „Kitob al-harakot as-samoviya va javomi' ilm an-nujum“ („Samoviy harakatlar va umumiy ilmi nujum kitobi“). Bu asar „Astronomiya asoslari haqidagi kitob“ nomi bilan ham ma'lum bo'lib, 1145 va 1175-yillarda Yevropada lotin tiliga tarjima etiladi. Shundan so'ng Al-Farg'oniylar nomi lotinlashtirilib, „Alfraganus“ shaklida G'arbda shuhrat topadi. Uning „Astronomiya asoslari haqidagi kitob“ asaridan bir necha asrlar davomida Yevropa universitetlarida astronomiya fani bo'yicha asosiy darslik sifatida foydalanilgan, chunki bu kitob zamonasidagi astronomiya haqidagi eng muhim va zarur bo'lgan bilimlarni o'z ichiga olgan. Uning geografiyaga oid bo'limi Yer yuzidagi mamlakatlar va shaharlar haqidagi eng boshlang'ich va zaruriy bilimlarga bag'ishlangan bo'lib, „Yerdagi ma'lum mamlakatlar va shaharlarning nomlari va har bir iqlimdagi hodisalar haqida“ deb ataladi. Asarda falakiyot va geografiya ilmlarining asosiy mazmuni, vazifalari va qismlari tushunarli dalillar asosida soddalash qilib bayon etiladi. Xususan, Yerning dumaloqligi, bir xil osmon yoritqichlarining turli vaqtda ko'tarilishi, tutilishi va bu tutilishning har bir joydan turlicha ko'rinishi, masofalar o'zgarishi bilan ularning ko'rinishi o'zgarishi haqida qimmatli mulohazalar bildiriladi.

Umuman Al-Farg'oniylar „Astronomiya asoslari haqidagi kitob“ asari o'rta asr musulmon Sharq mamlakatlaridagi, so'ng Ispaniya orqali Yevropa mamlakatlaridagi astronomiya ilmining rivojini boshlab berdi. Qadimiy yunon ilmi, jumladan, astronomik ilmlar ham birinchi bor arabchadan tarjima qilingan risolalar orqali ma'lum bo'ldi.

Al-Farg'oniylar asarining lotincha tarjimasi birinchi marta 1493-yilda tosh bosma usulida nashr etildi. 1669-yil mashhur golland matematigi va arabshunosi Yakob Golius Al-Farg'oniylar asarining arabcha matnini yangi lotincha tarjimasi bilan nashr etganidan so'ng Al-Farg'oniylar shuhrati yanada ortdi.

Yevropa Uyg'onish davrining mashhur olimi Regiomontan 15-asrda Avstriya va Italiya universitetlarida astronomiyaga doir ma'ruzalarini Al-Farg'oniylar asarlari asosida o'qigan. Al-Farg'oniylar nomi Dante (14-asr) va Shiller (18-asr) tomonidan tilga olinadi. Yevropa olimlaridan D'alamber, Brokelman, X. Zuter, I. Yu. Krachkovskiy, A. P. Yushkevich, A. Rozenfeldlar Al-Farg'oniylar ijodiga va qoldirgan ilmiy merosiga yuqori baho berganlar.

Bizning davrimizgacha Al-Farg'oniylar 7 asari saqlanib qolgan (lekin bular hozirgi zamon tillariga tarjima qilinmagan). Asarlarning qo'lyozmalari jahonning turli shaharlari — Berlin, Dushanba, London, Parij, Tehron, Toshkent, Mashhad, Patna, Rampur, Xalab va Qohiradagi yirik kutubxonalarda saqlanmoqda.

Ahmad al-Farg'oniylar boy ilmiy merosini chuqur o'rganish O'zbekistonda mustaqillikdan keyin boshlandi. 1998-yil Al-Farg'oniylar 1200-yilligi xalqaro miqyosda keng nishonlandi. Farg'ona shahrida Al-Farg'oniylar nomi bilan ataladigan istirohat bog'i va qadimiy Quva shahrida Al-Farg'oniylar haykali o'rnatildi. YUNESKO ning 1998-yildagi tadbirlari, O'zbekiston Respublikasi Vazirlar Mahkamasining „Ahmad al-Farg'oniylar tavalludining 1200-yilligini nishonlash to'g'risida“gi qarori (1997-yil 27-noyabr)ga ko'ra alloma hayoti va ijodiga bag'ishlangan ilmiy anjumanlar, badiiy ko'rgazmalar o'tkazildi, yangi kitoblar nashr etildi, spektakllar (dramaturg Hayitmat Rasulning „Piri koinot“, Yo'ldosh Sulaymonning „Farg'ona farzandi“, Nurulloxon hoji Abdulloh o'g'li „Bashar allomasi“) sahnalashtirildi, filmlar suratga olindi.

Oydagi 20 kmli yirik kraterlardan biriga Ahmad al-Farg'oniylar nomi berilgan. Farg'ona shahridagi maydon, ko'cha, maktablarning biriga Al-Farg'oniylar nomi berilgan.

Xulosa

Ahmad al-Farg'oniylar ilm-fan taraqqiyotiga katta hissa qo'shgan buyuk allomalardan biri bo'lib, uning astronomiya, matematika va geografiya sohalaridagi ishlari nafaqat Sharq, balki butun jahon ilm-fani rivojiga ta'sir ko'rsatgan. Uning ilmiy merosi asrlar davomida o'rganilgan va G'arb olimlari tomonidan ham yuqori baholangan. Garchi hayoti haqida yetarli ma'lumotlar saqlanib qolmagan bo'lsa-da, uning asarlari orqali ilmiy faoliyatining buyuk ahamiyatga ega ekanligi ayon bo'ladi. Ahmad al-Farg'oniylar ilmiy merosini chuqur o'rganish va targ'ib qilish bugungi kunda ham dolzarb masalalardan biri hisoblanadi.

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CHALLENGES OF TRANSLATING IDIOMS AND PHRASEOLOGICAL UNITS FROM ENGLISH TO UZBEK

D. Zoyitova ¹*Abstract:*

This article explores the complexities of translating English idioms and phraseological units into Uzbek, emphasizing the linguistic and cultural challenges involved. Since idioms are fixed expressions whose meanings cannot be directly inferred from individual words, their translation requires a deep understanding of both linguistic structures and cultural nuances. The article highlights that translation is not merely a process of substituting words but involves capturing the original's semantic and cultural essence. The study outlines different translation strategies, including finding equivalent idioms, conveying meaning without structural similarity, or creating unique expressions that preserve the essence of the original phrase. It also discusses the role of imagery, metaphor, and cultural references in idiomatic expressions, illustrating examples such as "Under the weather" (translated as *betob bo'lmoq*) and "As easy as pie" (translated as *Xamirdan qil sug'urganday*). The research underscores that a literal translation often distorts meaning, advocating for a more flexible, context-aware approach. The article concludes that idiom translation requires extensive linguistic knowledge, cultural awareness, and creative thinking to ensure that the original meaning, style, and national flavor are preserved in the target language.

Key words: translation, idioms, phraseological units, linguistics, semantic translation, cultural differences, language families, lexical meaning, figurative meaning, linguacultural perspective, equivalence, metaphors, proverbs and sayings, comparative method, allomorphy, isomorphism.

We should strongly admit that language is not just a system of words and grammar; it is deeply connected to history, culture and social norms as well. Therefore, translation depends not only to the vocabulary or grammar, but also to some geographical and social attitudes. One of the most challenging aspects of translation is dealing with idioms and phraseological units – fixed expressions whose meanings are not directly derived from the individual words they contain. Interpreting such expressions from English to Uzbek is particularly complex due to linguistic and cultural differences. English and Uzbek, belonging to different language families, have unique idioms influenced by their respective histories and traditions.

Language is the main tool for translators while interpreting which imposes on them a huge responsibility. This circumstance requires deep knowledge not only in the field of linguistics, but also in matters of everyday life, customs and traditions of different nations, which are reunited with each other in artistic translation. Just like a writer, a translator needs to have observation, deep life experience, emotional openness, sensuality, logic, accurate perception of the world around them and a conscious attitude to their feelings. Because only when he is fully equipped with the necessary knowledge of all the features of both cultures and the mental characteristics of the peoples, it becomes possible a full-fledged representation of someone else's cultural environment while preserving the unique national flavor of the translated material. [1] Otherwise, interpreters may present elements of their national culture to the reader instead of the shadows of foreign. In this regard, one of the main criteria of literary translation is the ability of conveying the national flavor of the original without equating it with one's own national culture.

In this respect, the issue of translating English idioms or phraseological units into another language is of scientific interest that have both unique content peculiar to idioms and special indestructible phraseological unified structure. It is a very difficult task to preserve the lexical, semantic and linguistic features of idioms.

An idiom is an unmodeled phrase that operates more on principles of semantic unity than an internally ordered structure. Thus, in linguistic usage, such combinations are not created on the basis of certain models, but are used in their ready-made, already in an accepted and existing form, and function entirely as a single whole, although they consist of several words combined with each other. [2]

Therefore, an idiom is an integral semantic structure. Semantics plays a dominant role in this structure. However, semantics does not depend on the meaning of the words that form the idiom as they, in most cases, lose their original meaning. That is why, it is very difficult to translate an idiom into another language without knowing the actual meaning of a given phraseological unit. For example, 'Under the weather' can be translated incorrectly in Uzbek word by word as it becomes "Ob-havoning ostida". But if we look at the idiom from the

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linguacultural point of view of English language, it can be interpreted as 'Feeling ill or getting a cold. So in Uzbek it takes the translation 'betob bo'lmoq' or 'shamollamoq' by losing the root original translation of words. [3]

Idioms are a special linguistic phenomenon and demonstrate linguistic, semantic, the artistic richness of the language, its wide possibilities, diversity and uniqueness. [4]

It should be pointed out that a full-fledged translation of the entire meaningfulness of a phraseological unit, or idiom, is impossible without taking into account the polysemantic properties of the semantic components present in its composition. The translation of idioms cannot be literal, that is, word by word. In translation, first of all, one must give preference to semantic translation, the translation of the content. [5] In this regard, the translation of idioms requires the creation of a semantic basis for the semantic framework of this idiom and the conditions for its use, only in this case an adequate translation is possible. To comprehend concentrated in each idiom of the content, it is necessary to take each idiom of the content holistically, since the idiom expresses a specific meaning peculiar only to this idiom, regardless of the number and semantics of words that make up it. Most idioms are characterized by a certain imagery. Around this concept, the structure is constructed as well. When translating idioms from English to Uzbek, the first step is to comprehend exactly this imagery. Images of the idioms are formed on the basis of epithets, allegories, metaphors, allusions, euphemisms, and comparisons, epiphoras, antithesis, irony. [6]

In order to find the identity and fully corresponding semantic unity of the original and its translation, special efforts must be applied, since in artistic translation each word of the original text can have a different, sometimes opposite and multifaceted semantic coloring and exhibit different shades of the same meanings. According to observations, when translating English idioms into Uzbek, there are the following translation features:

- the complete absence in language of an adequate translation similar in content to the original or equivalent ready-made expression or phraseology;
- partial presence in the translation language of an expression that corresponds only in content to the semantics of the original, but does not repeat the original in its structure;
- the partial presence in the translation language of an expression that has a specially formed unique structure of its own and corresponds in content to the original. [7]

An important feature of the translation of English idioms into Uzbek is the need for a clear designation of the semantic foreshortening the imagery of the original to find an adequate figurative perspective in the translated language.

For example, the idiom 'As easy as pie' is fully translated "Pirog kabi oson" word by word. However, if we look at Uzbek linguistics and translate it from the linguacultural perspectives, the proper equivalent of the given English idiom is "Xamirdan qil sug'urganday" which means that something is very easy to handle. [8]

Thus, if we manage to find literally identical meaning of the original English idiom in Uzbek language at the same time, the idiom may be considered as successfully translated, although the translation uses completely different lexical units from the original.

It is known that in the theory of linguistics, the comparative method is used without taking into account the relationship of languages, by studying their similarities, i.e. isomorphism, and differences, i.e. allomorphy. The main task of the comparative method is to compare the system and structure of language according to various criteria and language characteristics. [9] In fact, the comparative method is equivalent to the typological one. Therefore, the study of methods of translating English idioms into Uzbek is a special area, in which the vocabulary, the social status and its features are investigated on the basis of phraseological units.

For instance, English idiom 'What the heart thinks, the tongue speaks' can be translated in terms of meaning. So the Uzbek translation of the idiom would be "Yurak nimani o'ylasa, til shuni so'zlaydi. But if the translator chooses this method of interpretation, no doubts, particularity, beauty and significance of the idiom may definitely be lost. Therefore, the only way to justify the proper translation of the given idiom is to find appropriate equivalent of it in Uzbek language. In this perspective, an Uzbek idiom "Har kim o'z dardini aytib yig'laydi" can be the best alternative of the English idiom and means 'Everyone cries telling their pain'. [10]

Thus, when translating English idioms into another language, in particular into Uzbek, it is necessary to take into account the following:

- a) a literal translation of English idioms into Uzbek is not possible, only a translation that conveys by means of another language is possible;
- b) it is necessary to try to find an adequate or equivalent stable phrase (proverbs, sayings, phraseological units, curly words, etc.) in the translation language that conveys the meaningfulness of the original;

c) it is not possible to convey the full content of the original idiom when translated into English. The Uzbek language, therefore, uses a meaningful perspective that can convey one semantic direction, to the detriment of the entire general.

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A GENERAL UNDERSTANDING OF THE ROMANCE-GERMANIC LANGUAGES

Sh. Safarova ¹

Abstract:

In this article, you will get a general understanding of the language, origin and development of the language. In addition, you will learn from this article about the definition of language as a system of systems, the assumptions made about the Romance-Germanic languages and related languages.

Key words: Language, the development of language, language units, language systems, language families, Romance languages, Germanic languages.

Language is the most important tool of communication between people, it is formed in the process of development of society and serves universal interests. Since the emergence and development of language is related to the development of society, the source of learning of all sciences that think about human development is related to language. The nature of language, its essence, its function in human society, its structure and the interaction of the elements that make up this structure, its internal mechanism, principles of operation require scientific study and comprehensive research of language. Language is a product of human society. Without language, it is impossible to know and study any reality and phenomenon, the place of human in nature and society, the ways of society's development (5:3p).

The question of the emergence of language – when and where language appeared, how many languages were there at first, what these or those languages were like and the perfect scientific answer to such questions has not yet been found. There are only scientific assumptions in this regard. According to some scientists, the language appeared about five hundred years ago (3:10p).

Nations develop and become nations in certain historical conditions of society. For the emergence and development of a nation, it is necessary to have an economic relationship between a large number of people. The main characteristics of a nation are: common territory, common language, common culture and spiritual unity. The association of people who embody these characteristics can be called a nation. We call the language of such an association the national language. Linguistic unity and its free development is one of the main characteristics of the nation. The national language will have its own literary form. This form of the national language is common to every dialect of this nation. The cultural heritage of every nation is reflected in this language. Each language goes through a different period of development. It cannot be said that any language has been developing by itself since its inception. It is known that language is related to people. Language does not develop by itself, it develops and changes only because society uses language. So, the history of language development is inextricably linked with the history of society [3:15p].

Definition of language as a system of systems was carried out by many scientists. In particular, the Uzbek scientist A. Sobirov specifically researched this issue in his doctoral dissertation. In this doctoral work, the idea is put forward that elements are the objects that make up the system in general, and the element is an indivisible unit that keeps its own characteristics in the system. But indivisibility is a relative concept. An element itself consists of a system, which in turn consists of elements. In other words, the element does not exist outside the system in its entirety. But it is necessary to distinguish elements from separate parts of the system. The function of a part of a system can be formed by any group of elements that are involuntarily and naturally separated. In other words, subsystems (small systems) are created within the system [1:53p].

The structure, grammatical features of some languages, the origin of words in these languages, word forms and meanings are very close to each other. Such languages are derived from a common root language and are called sister languages. A group of languages that are close to each other in terms of grammatical structure and other features is called a language family [5:44p].

Currently, the group of Germanic languages includes the following languages:

a) English language. The number of speakers of this language has reached four hundred million. Speakers of this language live in Great Britain, Ireland, North America, Canada, South American Union and other places. English is the official language of several countries, such as Great Britain (the capital is London), the United States of America (the capital is Washington), Canada (Ottawa);

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b) German language. German is the official language of Berlin which is the capital of the Federal Republic of Germany, and Vienna which is the capital of the Republic of Austria. The number of speakers of this language exceeds one hundred million;

c) Danish language. This language is the official language of Copenhagen, the capital of Denmark, and the number of speakers of this language is about four (4) million;

d) Swedish language. It is the official language of Stockholm, the capital of Sweden, and is spoken by more than seven (7) million people; d)

e) Norwegian language. This language is the official language of Oslo, the capital of Norway, and it is spoken by three (3,5) and a half million people;

f) Dutch language. This language is the official language of Amsterdam, the capital of the Netherlands, and is spoken by thirteen (13) million people; j)

g) Icelandic language. It is the official language of Reykjavik, the capital of Iceland, and it is spoken by two hundred and fifty thousand (250) people; Among the dead languages, the Visigothic and Ostrogothic languages also belong to the group of Germanic languages.

The following languages belong to the Romance language group:

a) French. This language is the official language of French.

b) Italian. This language is the official language of Italy.

c) Spanish. This language is the official language of Spain.

d) Portuguese. This language is official language of Portugal.

e) Romanian. This language is the official language of the Republic of Romania.

f) Moldovan. This language is the official language of the Republic of

g) Sardinian. This language is spoken by more than one million people who live on the island of Sardinia, which belongs to Italy.

h) Catalan. This language is spoken by over five million people, mainly in Spain.

i) Rhaeto-Romance. This language is spoken by 550,000 people, most of whom live in Italy [5:18].

Ancient languages such as Latin, Oscan, and Umbrian are also part of the Romance language group.

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THE REALIZATION OF LANGUAGE IN INTERCULTURAL RELATIONS

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Abstract:

In this article, the situation and place of the use of gender in English and Uzbek grammar, i.e., the different aspects of English and Uzbek, grammatical aspects, indirect and direct use, meaning, positive and negative characteristics, are highlighted through examples.

Key words: Gender-particular grammatical meaning is Masculine, Feminine and Neuter. Word type-Pronoun. Gender Morphological and lexical meaning difference in English and Uzbek languages. Gender verbs, nouns and adjectives.

Introduction: Grammar plays a crucial role in effective communication in the English age. It provides the structure and rules necessary for clear and coherent expression. Learning grammar not only improves your writing and speaking skills, but also helps you gain a deeper understanding of the language. But students may have difficulty comparing their mother tongue with a foreign language, in our example with English. In this article, we compare some negative gender categories in English and Uzbek from grammatical and semantic points of view.

The term "gender" is the opposite of the term "sex". The first term (gender) is a purely grammatical term and is related to the grammatical expression of grammatical gender, that is, the expression of masculine, feminine and neuter genders. The second word (gender) is used as a common word for men and women. Thus, it is often used in both English and Uzbek to express biological concepts.[5;21]

Gender has 3 separate grammatical meanings. They are Masculine, feminine and neuter. Masculine gender nouns are words for men, boys, and male animals. Feminine gender nouns are words for women, girls and female animals. Neuter gender nouns are words for things that are not alive.[2]

In Uzbek language does not have gender or complex grammatical structures, but in English language does. So, in this article, we will look at the grammatical usage, differences, similarities and meanings of genders in the two languages.

There is a regular correspondence between English nouns and the personal pronouns in the third person Singular he, she, it. But this correspondence is not equal with the one which is found in Uzbek. In the Uzbek language this correspondence is based on both the lexical-semantic and the grammatical aspects but in English it is based on only the lexical-semantic aspect, that is "he" is usually used to indicate real biological male sex, "she" indicates real biological female sex and "it" is used to indicate inanimate objects. It is important to remember that the pronouns he, she, may also be used with regard to inanimate nouns. Such a use of these pronouns is explained by the cultural and historical backgrounds and it has nothing to do with the grammatical expression of the meaning of gender. Examples: moon she, ship she, love he and so on.[5;22]

In Uzbek, only U is used for the 3rd person. Also for feminine -(U=She), for Masculine (U=He) and -(U=It) for Neuter.

Nouns: in English: Father, mother, girl, daughter, son, boy.

In Uzbek: Ota, ona, qiz, qiz, o'g'il, o'g'il.

In English and Uzbek, we can directly translate Nouns on Gender topic, but two gender nouns in English have only one translation in Uzbek. There is no grammatical difference in using them in a sentence, but they are different in meaning. They are: daughter/girl and son/boy

For instance:

In English: "They'd heard that Arthur Weasleys daughter had been killed and wanted me back here at once." [3;646] (This sentence is about Arthur Weasley's girl child) or "Are you sure that's a real spell?" said the girl. [3;107] (In this sentence girl is not about a girl child) But the translation of these two sentences in Uzbek is the same

"- Ha, ha, dedi ko'r kishi, qizining o'ziyam hikoyaga juda usta ekan-da, dam men hikoya aytaman, dam oyim qizim aytadi, asti qo'ysang-chi bizni, Safar." [1;235]

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We don't know in Uzbek language she's his girl or his girl child.

Verbs: in English: to get married, (this verb do figure out a gender marker and they are neutral). But there are two different translations of this verb in Uzbek language, so it determines the gender.

In Uzbek: uylanmoq (for men "to get married"), turmushga chiqmoq (for women "to get married").

For example: In English : She has just married the werewolf, Remus Lupin.[4;10]

In Uzbek we can translate: " U endigina bo'ri Remus Lupinga turmushga chiqqan " but we can't translate like this (U endigina bo'ri Remus Lupinga uylangan) . Why ? Because In Uzbek Language "uylangan" we can only use for male gender

Adjectives:In English : Pretty, handsome, beautiful.

In Uzbek translate: Go'zal , kelishgan, chiroyli.

in English: Pretty(we can only use in reference to feminine), Handsome,(we can only use in reference to masculine) Beautiful (for all of them but we can use it more neuter)

In Uzbek: Go'zal / Yoqimtoy(for feminine) ,

kelishgan/ ko'rkam (for only masculine) chiroyli (for all of them but we use it more neuter)

For example: In English : "He didn't look remotely handsome anymore." [3;294] we know that, this sentence is about a man from the words "He" and "handsome". Because both words are masculine . If we translate this sentence into Uzbek language : "U endi juda kelishgan ko'rinmasdi." we know that this is also masculine.

How do we know that ? Correct "U" is used for both genders in Uzbek but " Kelishgan " is used only for men .

Summary: As a result of my research, I can say that there are many different aspects of gender in English and Uzbek languages. Since English has separate pronouns for the third person, it's easy to know which gender we're talking about, but in Uzbek we only have "U" for the third person singular. That is why Uzbek language uses separate sets of words for Femininity and Masculinity, so that we know which gender we are talking about. A comparison of gender in English and Uzbek shows clear differences in grammatical structure and cultural influences. In English, gender is reflected primarily in pronouns and nouns with specific gender markers, while in Uzbek, nouns and verbs use gender-indicative suffixes. English has no grammatical gender distinctions for nouns, relying more on natural gender or context. In contrast, in the Uzbek language, nouns are gendered regardless of their biological gender. Despite these differences, both languages play an important role in shaping and reflecting society's attitudes toward gender.

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THE IMPACT OF TECHNOLOGY ON EDUCATION

K. Kushokova ¹

Abstract:

Technologies can change the way we learn and teach. And they play an important role in further improving the education system. They help make the education system more interactive, efficient and modern. As the founder of Microsoft Bill Gates said, "Technology will not replace great teachers, but technology in the hands of great teachers can be transformational". According to him, technology enhances the quality of education and provides teachers with opportunities to teach in a modern way. Undoubtedly, a bright future cannot be imagined without modern technologies, and they have the power to change our lives for the better. This article explores impact of technology on education and highlighting its improvements.

Key words: the development of television programs, EdTech, online learning, educational apps, Artificial Intelligence (AI).

Introduction:

The 21st century is considered the age of technology. The demand for using technology is increasing day by day. On this basis, educational technologies have developed over the last decade, fundamentally transforming the education system. Lessons are no longer limited to books and blackboards, nowadays, great emphasis is placed on teaching based on modern technologies. As of today, education has reached the level where Artificial intelligence and online learning platforms are used for teaching.

The historical development of educational technologies dates back to the late 19th century BC when books and writing boards were the primary teaching tools. These tools were a specific method of convenient learning for their time. Later, the invention of printing machines advanced, allowing books to be distributed to the public quickly and efficiently. Technological progress and the emergence of teaching aids correspond to the 20th century. To enhance people's interest in gaining knowledge, radio-based lessons began in the 1920s. Between the 1950s and 1970s, television lessons emerged as an innovative advancement in the education system. Educational television programs were first tested in the United States and Europe in the 1950s. In 1951, Ball State University in the state of Indiana introduced the first television lessons. Lessons were recorded in television studios and broadcast live. In this process, teachers used blackboards, diagrams and other visual materials. Following this, official television programs started to be introduced in many countries. This process became the foundation for modern educational platforms, leading to the development of the EdTech (Education Technology) sector.

EdTech helps to develop the learning process and increase its efficiency by integrating modern technologies into education. EdTech includes distance learning, artificial intelligence, gamification, smart boards, real-time assessment, and student activity monitoring system. EdTech, in turn has a positive impact on education. In particular, it provides opportunities for students in remote areas to receive quality education, allows students to learn any time and anywhere, and enables the selection of programs that match each student's level of knowledge. Founder of Khan Academy Salman Khan said: "Technology create the opportunity for anyone to learn, anywhere, at any time." These technologies are increasingly becoming an integral part of education year by year.

In the 1990s, the Internet entered the education system, leading to the emergence of the first distance learning system. During those years, online courses and teaching via email began. In 1995, Jones International University became the world's first online university as an experiment. By 2020, distance learning had rapidly developed. The main reason for this was the global spread of COVID-19. As a result, schools and universities worldwide were forced to switch the online education. According to UNESCO, by March 2020, more than 1,5 billion students in over 190 countries were cut off from traditional education. Consequently, educational technologies and platforms began to be widely used. Including MOOC (Massive Open Online Courses) such as Coursera and edX, which offer free courses. Educational platforms like Udemy and Khan Academy have also developed significantly. Video conferencing platforms such as Zoom, Microsoft Teams and Google Meet have been used to conduct online lessons. As a result, online education platforms have also rapidly advanced.

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These educational platforms include various applications, such as: 1) Duolingo- an interactive game-based app that teaches various languages. 2) Babbel- focuses on conversational skills, helping learners improve their speaking abilities. 3) Khan Academy- provides free courses in mathematics and economics. 4) Coursera- offers university-level courses and certifications. 5) STEM platforms include applications like Photomath and GeoGebra, which allow users to solve mathematical problems using images. Additionally, children's education has not been overlooked. ABCmouse is an interactive learning platform designed for children aged 2-8. These types of applications have had a highly positive impact of education.

Artificial Intelligence refers to the machines that can think like humans, solve various problems, understand human language, and respond accordingly. Additionally, it can recognize human images and comprehend the environment. The origins of artificial intelligence trace back to ancient times. However, its formal development began in the 20th century. In 1956, during the Dartmouth Conference, the term "Artificial Intelligence" was first introduced by John McCarthy and Marvin Minsky. For several years, the development of AI slowed down due to the limited capabilities of computers and insufficient funding.

As mentioned above, Artificial Intelligence has existed for many years and is now applied in almost every aspect of our lives. It also holds a significant place in education. AI is considered one of the most important technologies in the process. It has unique features in education, fundamentally transforming the education system and making the learning process more efficient and convenient. AI provides materials tailored to each student's level, checks tests, and analyzes errors. It also serves as a tutor available at any time. One of the widely used AI models in education is ChatGPT. In 2023, this model reached over 100 million users, making it one of the fastest-growing technologies. It has become a key tool for students worldwide in their learning process. ChatGPT has the ability to answer and explain scientific questions on any topic. Another new AI model is DeepSeek, which was developed in China in 2023 by artificial intelligence company. The advancement of DeepSeek has opened new opportunities in AI and brought significant changes to technology. This model allows users to send up to 50 messages per day and receive responses. Compared to ChatGPT, it can perform more complex tasks.

Conclusion:

Today, technology is fundamentally transforming education and helping to increase the efficiency of the teaching process. However, while technology enhances education, it also has some negative effects. Therefore, maintaining a balance when integrating technology into education is essential.

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HOW THE ENGLISH LANGUAGE AFFECTS ACCESS TO INTERNATIONAL EDUCATIONAL AND PROFESSIONAL RESOURCES

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Abstract:

In today's world, being proficient in English is becoming increasingly essential for accessing international educational and professional resources. This article delves into how English, as a global means of communication, shapes the opportunities available to students and professionals across different countries. It highlights the ways in which English proficiency can lead to quality education, professional development, and access to valuable information. The discussion covers important topics such as gaining entry to prestigious academic programs, participating in international internships, and the role of English in boosting career growth and competitiveness in the global job market. Ultimately, the article underscores that English acts as a bridge, connecting people and opening up new pathways for personal and professional growth.

Key words: English language, global communication, educational resources, professional development, quality education, International internships.

Introduction. In recent decades, the English language has attained the status of a global language, providing access to a wide range of educational and professional opportunities. Today, proficiency in English has become an integral part of a successful career and academic growth, as it serves as a connecting link between people, cultural communities, and professional fields around the world. Prestigious universities, international programs, and leading companies increasingly require English proficiency for admission, employment, and participation in projects aimed at professional development.

The English language plays a key role not only in accessing information but also in promoting innovation, knowledge exchange, and cultural interaction. While English continues to facilitate professional growth and intercultural cooperation, questions remain about the level of accessibility of these opportunities for speakers of other languages. This paper aims to explore how the English language influences access to international educational and professional resources and analyzes how knowledge of English opens new horizons for personal and professional development in an increasingly globalized world.

The Role of the English Language in International Education. English has become the primary language of communication in the academic world on a global scale. Almost every major university in the world, including Harvard, Oxford, and Stanford, offers courses and programs in English, making it essential for students from different countries who aspire to receive a quality education. As a result, proficiency in English opens the doors to a world of new opportunities, allowing students not only to gain knowledge but also to connect with like-minded peers and experts from around the globe.

The use of English in educational institutions fosters knowledge exchange and broadens students' horizons. For instance, participation in international conferences or research projects enables students from various cultures to engage with innovative approaches to learning. Those who are proficient in English have the chance to secure internships with international companies, gaining not only practical experience but also enriching their cultural and professional perspectives.

Online education has further expanded opportunities for students worldwide. Platforms like Coursera and edX offer courses from leading universities, with most being conducted in English. This accessibility allows students, even in remote areas, to tap into knowledge that was previously out of reach. Proficiency in English provides students with access to scientific publications, research materials, and other educational resources that significantly influence their academic and career success.

The Impact of English on Professional Opportunities. In the professional sphere, English is equally crucial. It has become the standard means of communication in international companies and is often a requirement for many job positions, particularly in fields like information technology, medicine, science, and finance. As globalization accelerates, companies increasingly seek employees who can work in multicultural teams. Proficiency in English has become a vital criterion that helps candidates stand out from the competition.

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Moreover, knowledge of English opens doors to global networks of professional contacts. Participation in international conferences, seminars, and internships often involves using English, allowing professionals to expand their horizons and discover new career opportunities. This creates a unique chance to forge intercultural connections, share ideas, and exchange best practices.

Many professionals share how their English language skills have transformed their careers. For instance, someone in the IT field may land a job offer from an international company simply because they can communicate in English, share ideas, and find common ground with colleagues from different countries. Success in today's world requires flexibility and adaptability, and English proficiency is becoming a key factor in achieving these goals.

Inequality in Access to Resources. Despite the numerous advantages, it's important to acknowledge that not everyone has equal access to English language resources. For many students and professionals, especially from developing countries, the lack of opportunities to learn English can pose a significant barrier to educational and career advancement. According to UNESCO, only about 20% of people worldwide have access to quality education in English, leaving vast numbers of individuals excluded from global opportunities.

This creates additional barriers and exacerbates social and economic inequality. Many talented young people from diverse backgrounds lose the chance to grow and realize their potential simply due to a lack of resources or access to education. To overcome these obstacles, it is crucial to develop programs that provide English language training in regions where it is most needed.

Innovative Solutions for Learning English. Modern technology is opening new avenues for learning English. The emergence of mobile applications like Duolingo and Babbel gives users access to interactive lessons and materials anytime, anywhere. These platforms make language learning more accessible and engaging, allowing users to tailor their studies to their individual needs.

It's also important to mention the role of online communities and forums that facilitate knowledge and experience sharing among English learners. Platforms like Meetup and Tandem help people find language exchange partners, promoting practical language use and improving communication skills. These approaches create a supportive community for learning English, making it more accessible for everyone.

Future Perspectives. Given globalization and the increasing importance of English in various fields, it is essential to consider its future. Trends suggest that the English language will continue to evolve, adapting to changes in society and technology. Future success will depend on the ability of educational institutions, companies, and governments to respond to new challenges and opportunities related to the English language.

It is also vital to recognize that English should not become the sole means of communication. Preserving and developing other languages and cultures is crucial for maintaining diversity and inclusivity within the global community. This requires active participation from all stakeholders in creating an environment where different languages can coexist and thrive.

In conclusion, The English language plays a crucial role in accessing international educational and professional resources, offering not only opportunities for learning and career advancement but also fostering intercultural communication and knowledge exchange. In today's rapidly globalizing world, English proficiency has become not just an advantage but a necessity for many individuals striving to fulfill their ambitions and dreams.

However, it's important to recognize that not everyone has equal access to resources related to the English language. The existing barriers, particularly for students and professionals from developing countries, require special attention and action from educational institutions, governments, and international organizations. Developing accessible training programs, leveraging modern technology, and creating language exchange initiatives can significantly help overcome these obstacles and ensure equal access to educational and career opportunities.

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CHALLENGES AND COMPLEXITIES IN TRANSLATING FROM ENGLISH TO RUSSIAN: LINGUISTIC, CULTURAL, AND STRUCTURAL PERSPECTIVES

I. Norbayeva ¹

Abstract:

This article explores the key challenges in translating from English to Russian, focusing on linguistic, cultural, and structural differences. It examines the grammatical and syntactic disparities between the two languages, highlights cultural nuances that influence meaning, and discusses strategies for overcoming translation difficulties. Through comparative analysis and case studies, this research aims to provide insights into effective translation techniques and enhance cross-linguistic communication.

Key words: translation, English-Russian, linguistic challenges, cultural differences, structural complexities, cross-linguistic communication.

Introduction

Translation is a complex process that extends beyond direct word-for-word substitution. It involves a deep understanding of linguistic structures, cultural contexts, and stylistic nuances. English and Russian, belonging to different language families—Germanic and Slavic, respectively—exhibit significant differences in grammar, syntax, and semantics. These disparities create considerable challenges for translators, necessitating careful adaptation of meaning, tone, and style. This article explores the major difficulties encountered in English-to-Russian translation and provides practical insights for overcoming these challenges.

Linguistic Challenges in Translation

Linguistic differences between English and Russian pose considerable challenges for translators. The key areas of difficulty include:

Grammatical Disparities

Case System: Unlike English, which relies primarily on word order for grammatical relations, Russian employs a rich case system with six cases (nominative, genitive, dative, accusative, instrumental, and prepositional). Translating English sentences into Russian often requires restructuring to accommodate these cases.

Aspectual Differences: Russian verbs have two aspects—perfective and imperfective—which indicate whether an action is completed or ongoing. English lacks this distinction, making it challenging to convey precise meanings.

Word Order: English follows a relatively fixed Subject-Verb-Object (SVO) structure, whereas Russian allows greater flexibility due to its inflectional nature. This flexibility can lead to multiple valid translations, requiring careful selection to maintain clarity and emphasis.

Lexical and Semantic Challenges

False Cognates. Some English and Russian words appear similar but have different meanings (e.g., ‘actual’ in English means ‘real,’ whereas ‘актуальный’ in Russian means ‘relevant’).

Idiomatic Expressions. English idioms rarely have direct equivalents in Russian and often require creative adaptation. For example, ‘it’s raining cats and dogs’ cannot be literally translated but must be rendered as ‘лиет как из ведра’ (literally ‘pouring like from a bucket’).

Polysemy and Homonymy. English words often have multiple meanings that depend on context, making translation complex. For example, the word ‘light’ can mean ‘not heavy’ or ‘illumination,’ requiring contextual interpretation in Russian.

Cultural Challenges in Translation. Language is deeply intertwined with culture, and cultural differences between English and Russian-speaking communities influence translation practices.

Social and Historical Contexts

Many English terms, concepts, and historical references may not have direct equivalents in Russian due to cultural differences. For instance, references to British or American legal systems, educational institutions, and traditions often require adaptation or explanation.

Formality and Politeness

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Pronoun Usage: Russian distinguishes between formal and informal address ('вы' vs. 'ты'), whereas English generally uses 'you' for both. This requires careful attention to context to avoid unintended levels of politeness or familiarity.

Honorifics and Titles: Russian frequently uses patronymics and titles ('господин', 'госпожа'), which do not always have direct English equivalents. Translators must decide whether to maintain, omit, or replace such forms.

Cultural Connotations and Symbolism

Certain words, metaphors, and cultural references carry specific connotations that may not translate directly. For instance, colors and animal symbolism differ between cultures—while black cats are seen as bad luck in Western cultures, they may be neutral or even positive in Russian folklore.

Structural and Stylistic Challenges

Sentence Length and Complexity. English tends to favor shorter, more concise sentences, whereas Russian often employs longer, more complex sentence structures. Translators must balance readability with fidelity to the source text.

Punctuation and Formatting. Comma Usage: Russian punctuation rules differ from English, particularly regarding the use of commas in complex sentences. Adjustments are necessary to maintain grammatical accuracy.

Quotation Marks: English typically uses double quotation marks (" "), whereas Russian uses guillemets (« »). Maintaining consistent formatting is crucial in translation.

Literary and Stylistic Devices. Translating literary texts, poetry, and stylistically rich works requires special attention to rhythm, tone, and expressive devices. For example, Russian poetry often relies on specific rhyme schemes and meters that may not have direct equivalents in English.

Strategies for Overcoming Translation Challenges

To address these difficulties, translators employ various strategies: **Contextual Analysis** it is visible in understanding the broader context of a text ensures more accurate translation choices. **Adaptation** which is used when direct translation is impossible, using equivalent expressions or explanatory phrases helps maintain meaning. **Parallel Text Analysis** is shown in comparing English and Russian texts on similar topics can aid in selecting appropriate terminology. **Consulting Bilingual Experts** is essential in collaborating with native speakers and professional translators enhances accuracy and fluency. **Technology-Assisted Translation** is vital in leveraging translation software and AI tools can aid consistency but should be supplemented with human expertise.

Conclusion

Translating from English to Russian presents a range of linguistic, cultural, and structural challenges. Grammatical differences, lexical complexities, and cultural nuances necessitate careful adaptation and expert knowledge. By applying strategic translation methods, professionals can enhance the accuracy and effectiveness of English-to-Russian translation, ultimately improving cross-cultural communication. As language continues to evolve, ongoing research and practice in translation studies remain essential for addressing emerging linguistic challenges.

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THE INFLUENCE OF JACK LONDON'S LIFE ON MARTIN EDEN

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Abstract:

The novel "Martin Eden" became a huge literary asset for literature - the creative peak of Jack London's work. In Soviet times, domestic critics repeatedly tried to interpret the novel as a denunciation of the venality of bourgeois society, the victim of which was the progressive society, which eventually capitulated. Such criticism is justified, but still too unambiguous and harsh. The reasons that led Martin to the catastrophe of his life lie deeper, and it is not only about "surrender". After all, Martin didn't churn out book after book when publishers snapped up everything he wrote. He passed away, realizing that the talent had left him forever. The image of the laws of "success" faded into the background when London fully felt the scale and significance of the image of the artist that he created. The writer formulated the theme of the novel himself: "the tragedy of a loner trying to inspire the world with the truth." The hero's drama does not begin at the moment of his meeting with Ruth Morse. The disproportion of their spiritual horizons is too obvious for Ruth to seriously influence Martin by introducing him to her vulgar "ideals". In his relationship with Ruth, a conflict of aesthetic beauty and harsh life reality plays out, which will affect the further fate of the hero and become an insoluble contradiction of his entire life.

Key words: Bourgeois society, criticism, influence, relationship, hero, character, success, education, socialism, weakness.

Introduction

The novel "Martin Eden" was written by the great writer Jack London and was first published in The Pacific Monthly in 1908-1909, and in 1909 it was published as a separate book by Macmillan. The novel is largely autobiographical: Martin Eden and Jack London have a lot in common. Both of them came from the lower strata of society and achieved great success in literature only by their own efforts. Jack London tried many things in his youth; He wrote his works based on his experiences as a sailor, factory worker, and laundry company worker. The image of Ruth was taken from Jack London's first love, Mabel Epplegart.

The hero's drama does not begin at the moment of his meeting with Ruth Morse. The disproportion of their spiritual horizons is too obvious for Ruth to seriously influence Martin by introducing him to her vulgar "ideals". In his relationship with Ruth, a conflict of aesthetic beauty and harsh life reality played out, which affected the further fate of the hero and became an insoluble contradiction of his entire life.

The whole book is a collection of struggles for development, learning, and overcoming difficulties. It is a novel that describes the writing journey of Jack London, with life and authenticity on every page. As with all of his works, it is not difficult to determine how much of the author's autobiography he used in this novel. If you do not dwell on the details of the work, then you can find in it precisely the struggle, humanity and individuality of Jack London.

After seeing Ruth, Martin Eden decides for himself two things: to win the girl's love and to do it through culture. He is a simple sailor who has made many voyages in the South Seas, but he is fascinated by Ruth and the world she lives in.

Martin willingly begins to learn from books from the library. Martin Eden is a great example of an educational novel. It is not difficult to see every stage of his development and his achievements, his joys, the steps he takes to be respected through books.

In the first two decades of the twentieth century, no literary success could compare with the world-wide, almost instantaneous fame that Jack London radiated, probably unexpectedly for himself. And this sweet and painful burden was laid at his feet not by the magazine critic, this professional, slow, strict and cowardly sorter of market goods, but by the equally sensitive, attentive, albeit demanding and cruel reader, who has long been conducting criticism in tow of his capricious but sensitive hobbies.

This is one of the proofs of the correctness of our opinion. Russian priestly criticism first turned its cumbersome and condescending attention to Jack London only after the release of his novel Martin Eden. This novel is not bad at all, let's say more: it is quite worthy of its powerful author.

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The fate of the novel *Martin Eden*, which, according to some critics, is one of the best novels written by Americans, turned out differently in America than usual. He was coldly received by the press. According to Irving Stone, after the novel was published in a magazine, the publisher Bret had difficulty finding in the reviews a few lines of praise necessary to advertise the novel published as a separate book. "Most critics, including socialist observers, have criticized the novel as an apologia for individualism and proof that London had ceased to believe in socialism."

London's novel provided a great deal of material for thought. The press, literature - all official propaganda instilled in the American the idea that in the United States the path to a career was open to everyone. But if the strongest and most talented lose the will to live at the end of the journey, what awaits others? If Martin became a writer by accident, how can others be successful? London's book was a crushing blow to the legend of American exceptionalism. It is not for nothing that the American literary critic M. Geismar called the novel one of the evillest books in American literature.

Does Martin Eden himself think that books make life easier, more pleasant and interesting? No. Martin will always be a rude sailor who likes to speak directly. But culture brings him closer to Ruth, and that was his goal. But a new perspective appears on his way: he discovers that he can write the literature he loves. Stealing time from sleep, working tirelessly nineteen hours a day, living a miserable life, almost impoverished, he writes his first stories and sends them to the best magazines in the country. Even if you can't get the editor's attention and accumulate rejected originals on your desk, don't despair. He thinks that if he can get his work published, Ruth will fall in love with him.

But we do not believe that there is a concept of culture in his actions. It does not matter to him whether to publish or even to write; The main thing is to make money. If you're not rich, you're nobody. Jack London, like his hero, was an American, which means he was a pragmatist. For this society, money brings happiness, or rather; This is the only thing that brings happiness. The novel tells the story of a small man sitting in front of a typewriter and trying to fight the brutal power of large publishers. In this pragmatic society, you can be the best writer in the world, but if you don't get published and your books don't sell, you're nothing; not even a writer.

No one trusts Martin except himself. Others do not believe that he will find his place in life and overcome difficulties. Martin Eden is a lonely, strong, illiterate, but kind, stubborn and purposeful man from a poor family who has seen and felt a lot in his life. He is not afraid of hard and dirty work.

The novel looks like a splicing of two parts with two different characters. The first part is a story about a sailor who decided to win the girl of his dreams, so he was engaged in self-education and thought about a career as a writer. Potentially, this should have been a typical "success story". The second is the story of a talented, but unclaimed writer who is intellectually significantly superior to his environment.

After all, Ruth and her family never hid their ideals. Let it be ordinary, stupid and boring for the brilliant Eden. Morse were too smug and intolerant, but quite honest. Martin died primarily because he was disappointed in what he had spent so much time and effort on.

After all, Ruth and her family never hid their ideals. Let it be ordinary, stupid and boring for the brilliant Eden. Morse were too smug and intolerant, but quite honest. Martin died primarily because he was disappointed in what he had spent so much time and effort on.

At the end of the novel, a person is forced to come to the conclusion that everything that a strong person can achieve ceases to be valuable to him as he achieves it. And Rough Morse suddenly turns out to be a bourgeois dummy, and money is paper, and writer's fame, and the ingratiating of society begin to burden rather than please. Any feasible task is too small for people like Martin Eden. In this sense, of course, London was right when he remarked that if his hero had been a socialist, he would not have committed suicide. After all, socialism sets itself deliberately unattainable goals, which means that they do not depreciate.

The work stands out because it is written very impressively, and despite the fact that it is very similar to the living, it has an impressive and sad idea. If the novel reflects human suffering through dreams and hopes, then the end of the work ends with sadness and depression. One thing is for sure, what keeps a person in this life is the dreams of his loved ones, if these two are not found, life is meaningless. But when one dream is achieved, he creates another dream and tries to make it come true. Being ready for the final result, you should not forget about the hard work that has been put into it.

Because in this way a person continues to live his life. It's not his fault that the environment isn't what he expected, just as he hasn't been able to find a solution to any problem in his life. Bourgeois society first poisoned Martin's talent and then led him to death. But there is another reason for the artist's death. This is that Martin lost his way to people - to where he came from, and where, who feed his talent and characters. He lost his habitat. In addition, the influence of Nietzsche's ideas was strong and destructive: they caused Martin's painful individualism, from which he could no longer be free.

The novel "Martin Eden" is a deeply realistic work, as a true story about the fate of a talented writer who could not bear a tough struggle with a hostile social system precisely because he was alone.

Jack London gave this problem "eternal" significance. After all, his hero is an artist who came from the people, and this is a phenomenon that became characteristic only in the 20th century. And the essence of this drama is not limited to the fact that Martin will face poverty and that he will spend all the creative energy allotted to him before recognition comes to him. Surely he could have done more and not have paid for every step in his art, otherwise he would not have brought into it a completely reckless view of his stern outlook.

A young artist will never be able to sit as an honorary guest on literary matinees; He catches delighted glances on himself, and is no longer able, dropping off the accumulated load of culture, to go down to his world.

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THE IMPORTANCE OF LANGUAGE EDUCATION IN PRIMARY SCHOOL

M. Bakhromova ¹*Abstract:*

This paper explores the critical role of language learning in primary education and its profound impact on cognitive development, cultural awareness, and communication skills among young learners. As globalization continues to shape our interconnected world, the ability to communicate in multiple languages has become a vital competency. This study examines the benefits of early language acquisition, including enhanced problem-solving abilities, improved multitasking skills, and increased creativity.^[2] Additionally, it highlights the importance of fostering cultural sensitivity and inclusivity through exposure to diverse languages and perspectives. By integrating language learning into the primary curriculum, educators can better prepare students for future academic and social challenges, ultimately contributing to a more empathetic and collaborative society. The findings underscore the need for educational policy reforms that prioritize language education, ensuring that all students have access to high-quality language instruction from an early age.

Key words: language learning, primary education, cognitive development, cultural awareness, communication skills, globalization, multilingualism, early language acquisition, problem-solving, multitasking, creativity, cultural sensitivity, inclusivity, language instruction, empathy, curriculum integration, access to education, young learners.

Language is a fundamental tool that shapes our thoughts, relationships, and understanding of the world. In an increasingly globalized society, the ability to communicate in multiple languages is more valuable than ever.^[1] This is why language learning in primary education holds significant importance. By introducing children to new languages at an early age, we not only enhance their cognitive abilities but also set the stage for their personal and academic success.^[1] Language learning in primary education is not merely about the acquisition of vocabulary or grammatical rules; it serves as a cornerstone for holistic development. By integrating language education with emotional and social skills, educators can create an environment that nurtures empathy, creativity, and critical thinking. The lessons learned through effective language instruction extend far beyond academic achievement; they have the power to shape character, enhance interpersonal relationships, and instill a sense of cultural awareness in young learners.

Language learning in primary education plays a crucial role in effective communication and cognitive development. This phase of learning emphasizes various key components:

Importance of Language Acquisition. Learning a language fosters critical thinking, problem-solving skills, and overall cognitive growth. Children develop the ability to form abstract concepts and understand different perspectives. Moreover, mastering a language allows students to clearly express their thoughts, emotions, and ideas. These skills are important not only in an educational setting but also in social interactions. Early language acquisition plays a crucial role in cognitive development. Research shows that learning a new language enhances brain function and can lead to improved problem-solving and critical thinking skills. When children engage in language learning, they develop the ability to think abstractly and understand complex concepts. This cognitive flexibility fosters creativity, enabling them to approach challenges from various angles. ^[1]

Communication Skills. Effective communication is essential in all aspects of life. By learning a new language, children gain the ability to articulate their thoughts, feelings, and ideas more clearly. This proficiency is not just important in school; it also impacts relationships with peers and adults. Children who can communicate effectively are more likely to engage in social interactions, build friendships, and express their needs and opinions. ^[10]

The social benefits. The social benefits of language learning are equally compelling. Learning a new language fosters empathy and an understanding of diverse perspectives. As children engage with different cultures through language, they develop an appreciation for diversity, which is crucial in our interconnected global society.^[3] This cultural awareness not only enhances interpersonal relationships but also cultivates a sense of belonging and community. Language learning also promotes collaboration and teamwork. In classrooms where multiple languages are spoken, children must learn to communicate and negotiate

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meanings, which hones their social skills and enhances their ability to work with others. This collaborative spirit is essential for success in group settings, both in school and later in life. .[8]

Emotional Development. The emotional benefits of language learning cannot be overlooked. As children navigate the complexities of a new language, they often experience moments of frustration and success, fostering resilience and a growth mindset. Learning languages also allows children to express their emotions in new ways and understand the emotional nuances of different cultures. This emotional intelligence is a pivotal aspect of personal development and is linked to greater academic and social success. .[12]

Listening and Speaking Skills. Fostering active listening skills through engaging activities like stories, discussions, and presentations enhances children's ability to comprehend and respond appropriately. Strategies such as summarizing or paraphrasing can also bolster listening skills, making children more effective communicators. Providing opportunities for public speaking, such as presentations and debates, promotes confidence and articulates children's thoughts effectively. These activities also enhance their ability to communicate with varied audiences, which is an essential skill in both academic and real-world contexts. .[9]

Reading and Comprehension. Encouraging a regular reading habit through diverse and engaging materials can significantly improve fluency and comprehension. Guided reading sessions, book clubs, and interactive storytelling can draw students into the world of literatures, making it more exciting and relatable. Compelling students to think critically about the texts they read—by asking questions, making inferences, and drawing connections—enhances their analytical skills. Discussions that focus on character motivations, themes, and the implications of narratives help develop deeper comprehension and foster appreciation for literature. .[7]

Writing Skills. Various writing activities, from creative storytelling to functional writing (like letters or essays), enable students to explore different genres and forms. Encouraging daily writing through journals or blogs can also nurture personal expression and creativity. Teaching children the importance of revising their work helps them understand that writing is a process. Providing clear guidance on how to edit for clarity, structure, and grammar equips them with the skills necessary to produce polished writing while fostering a sense of ownership over their work. .[6]

Technology Integration. Incorporating technology into language learning, through platforms like educational software, blogs, or discussion forums, enhances engagement and makes learning relevant. It also equips students with essential digital communication skills needed in today's interconnected world. Using apps and online resources tailored for language learning provides interactive and personalized experiences. Such platforms often facilitate collaborative learning and can adapt to individual learning styles and paces. .[4]

Lifelong Learning Skills. Encouraging a love for language through enjoyable activities helps instill curiosity and a sense of agency in students, fostering a mindset of lifelong learning. .[5] When students see the relevance of language skills in real life, they are more likely to pursue further education voluntarily. Teaching strategies such as summarization, self-quizzing, and goal setting equips students with essential skills for independent learning. These habits lay the foundation for successful academic pursuits beyond primary education. .[11]

Assessment and Feedback. Continuous assessment strategies, such as quizzes, presentations, and portfolio reviews, allow teachers to monitor students' progress. This ongoing feedback helps tailor instruction to meet the needs of diverse learners. Providing timely, specific, and constructive feedback encourages a growth mindset in students. Effective feedback focuses on strengths and areas for improvement, guiding students in their language learning journey and helping them to set actionable goals. .[7]

Conclusion. Language education in primary schools is a multifaceted endeavor that lays the groundwork for academic achievement and personal growth. It fosters cognitive development, enhances emotional and social skills, builds cultural awareness, and nurtures creativity. As educators, parents, and communities work together to prioritize language education, they open the door for students to thrive not just in their academic careers but also as empathetic, engaged, and culturally aware individuals. By cultivating a strong foundation in language, we empower the next generation to become effective communicators, critical thinkers, and compassionate citizens in an ever-evolving world. The impact of robust language education reaches far beyond the classroom; it shapes future leaders and thinkers, preparing them to face the complexities of life with confidence and resilience. Emphasizing the importance of language education in primary schools is essential for ensuring that every child has the opportunity to succeed both personally and academically, fostering a future filled with possibilities and promise.

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COMPARATIVE STUDY OF PHRASEOLOGICAL UNITS IN ENGLISH AND UZBEK LITERATURE

L. Abdurahimova ¹

Abstract:

Phraseology is not just a word, it serves as one of the most essential tool in literature to carry out deeper meaning relating to cultural heritage. This article describes the analytical process of phraseologies comparatively which is occurred in the eastern and western culture. Moreover, the differences and similarities of the usage of idiomatic expressions in both English and Uzbek literature is distinguished with the assistance of literal and scientific sources. The article also discovers the origin of phraseology and how it affects the readers' consciousness by using in literature.

Key words: Phraseological units, idiomatic expressions, phraseologisms, phrasemes, contrastive phraseology, symbolism, cultural specifications, aspiration.

Phraseological units play crucial role in literature to demonstrate deeper meaning in both Uzbek and English linguistics. Also they are the most essential tool for writers to provide colorful patterns and to attract readers' attention more easily with their mysterious sense. Obviously, phraseologisms are closely connected with the spiritual culture, customs, profession, way of life, past, aspiration, attitude to reality of the people who speak the language [5;618]. It is impossible to comprehend the phraseologies given in any context unless we are not aware of the culture of them.

Before discussing the relevance of the article's topic, it is very important to first understand its core meaning. What is phraseology? Phraseology comes from Greek word "phrasis" means "way of speaking" and it developed in twentieth century [7;85]. Phraseological units are fixed expressions such as idioms or collocations whose overall meaning can not be deduced solely from the meaning of their individual words. Various terms like proverbs or idioms in English can be distinguished from concepts like frazeologik birliklar, qochirma iboralar and frazemalar in Uzbek language [6;69]. Nowadays a great number of academics are focusing on the theory of phraseology to distinguish the similarities and differences between languages.

Similarities between English and Uzbek phraseological concepts.

There are various hypotheses regarding the commonalities of the figurative signs in linguistics. The researcher Ramusino suggests that widespread idiomatic patterns, in other words linguistic signs which exist in a variety of languages with a very formal structure and with an almost equal meaning [9;243]. Now we will observe the common features of these signs in English compared with Uzbek literature:

- Universality in meaning. Many idiomatic expressions and proverbs in both languages reflect universal human experiences, emotions and wisdom. e.g. In English: "The early bird catches the worm" while in Uzbek: "Ertalabgi qushning rizqi butun bo'ladi". Both examples emphasize the benefits of waking up early and being proactive.

- Using metaphors. Languages commonly tend to use figurative speech to express ideas vividly. e.g. In English: "A wolf in sheep's clothing" means deceptive person and in Uzbek: "Qo'y terisiga o'ralgan bo'ri". Meaning is the same but wording is different.

- Biblical and Religious influences. English phraseology is influenced by the Bible, while Uzbek one has strong connections with Islam and the Quran. e.g. English: "As you sow, so shall you reap". Originated from Biblical sources which means karma or consequences of actions. Uzbek: "Nima eksang shuni o'lasan". It has Islamic moral lesson with the same meaning.

- Animal imagery. Many idioms use animalistic symbols to describe human traits. e.g. English: "Like a fish out of water" which means feeling uncomfortable in a new situation. Uzbek: "Baliq suvdan chiqqanday". It also has the same meaning and almost identical expressions.

Differences between phraseologisms in English and Uzbek literature.

Phraseological units also called as phrasemes in linguistics which differ from one language to another according to the grammar, culture, translation and other functions. Linguists differ phrasemes with the notion of contrastive phraseology. According to Dobrol'skij and Piirainen (2005) and Korhonen (2007), 'contrastive' has at least two main meanings, to which can be added a third [8;183]. In the first, broader sense, 'contrastive' and 'cross-linguistic' can be considered synonymous, and any comparison of phraseological units in different

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languages can be considered to be contrastive phraseology [4;219]. In a more restricted sense, 'contrastive' implies a systematic comparison of the phraseologies of different languages. Thirdly, as Colson notes, phraseology is contrastive only when it takes into consideration the differences between languages [3;194]. Many scientists had researches on constrastive phrasemes between languages and they distinguished several categories of differences of them:

- According to cultural specifications, some idioms are deeply rooted in the culture and traditions of each nation. E.g. in English "Put all your eggs in one basket" means advising against risk concentration. In Uzbek "Hammasini bitta qopga solma" carries almost the same idea but adapted to Uzbek lifestyle.
- Historical and Geographical Influences. English idioms often reflect seafaring, colonial history, and industrialization, while Uzbek idioms reflect nomadic life, agriculture, and Silk Road trade. e.g. Eng: "Miss the boat" (Fail to seize an opportunity; maritime origin) Uzb: "Poyezdni qo'ldan boy berish" (Missing the train; more relevant to Uzbek context).
- Word-for-Word Translation Challenges. Some idioms cannot be translated literally without losing their meaning. e.g. Eng: "Break a leg!" (Good luck! – Theater origin) Uzb: "Oq yo'li!" (Have a good journey/success! – Culturally adapted).
- Symbolism Differences. The same symbol (color, animal, object) can carry different meanings. e.g. Eng: "White elephant" (A useless but costly possession) Uzb: "Oq tuya" (Positive meaning: something rare and valuable!).

This article discovers the background of phraseologies along with the comparative aspects of them with the help of clear examples emphasized by several scholars. The comparative study of English and Uzbek phraseological units exhibits both universal human experiences and unique cultural elements. While many idioms share common themes like wisdom, animals and nature, their specific forms and interpretations are shaped by the historical, social, and cultural background of each language. Understanding these differences helps in accurate translation, cultural appreciation, and language learning. Having enough qualifications and experience in common and contrastive features of phraseological concepts can help with comprehending and analyzing the root meaning of the literature of any languages.

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THE VECTORS OF EVIL IN THE MILITARY THEME OF THE TRAGEDY KING LEAR BY W. SHAKESPEARE

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Abstract:

This article examines the manifestations and vectors of Evil in William Shakespeare's tragedy King Lear, with a particular focus on its military and psychological dimensions. Through an analysis of key characters such as King Lear, Edmund, Goneril, Regan, and Oswald the study explores how themes of betrayal, tyranny, madness, and physical suffering contribute to the play's overarching depiction of moral chaos. The discussion highlights the role of pride, slander, conspiracy, and violence in perpetuating Evil, ultimately leading to irreversible tragedy. Special attention is given to the motifs of war, captivity, and torture, which underscore the destructive consequences of unchecked ambition and moral decay. The article argues that King Lear presents Evil as an all-consuming force that corrupts individuals and society, leaving devastation in its wake.

Key words: King Lear, William Shakespeare, Evil in literature, tragedy, betrayal, pride, madness, war and violence, moral decay, suffering, power and corruption.

The fundamental philosophical basis of the coexistence and struggle between Good and Evil [1] essentially determines the genre features of tragedy from its very inception in the art of Ancient Greece. Good and Evil are philosophical categories whose understanding and interpretation have varied significantly across different eras and regions of the world, depending on the level of development and structure of society. At the same time, there seem to be some universal, key concepts tied to human nature itself instincts, consciousness. It is obvious, for example, that the deliberate infliction of harm, damage, pain, or humiliation upon another person or people can in no way be associated with the accumulation of positive experience, creation, creativity, proper upbringing of children, hope for reciprocal kindness, inner harmony, or even simple inner peace. It is no coincidence that the categories of Good and Evil are systematized by every religion, though some tenets, due to their ancient origins, may carry archaic connotations and provoke debate.

As his dramatic craftsmanship developed, W. Shakespeare explored the essence and cost of royal power in his historical chronicles and tragedies, depicting the formation of English statehood. Parallel to this social theme, he delved into questions of psychology the genre of tragedy most vividly portrays the extremes of human passions, up to the most unpredictable and horrific. The tragedy King Lear represents a special concentration of terrifying metamorphoses in human nature, culminating in universal chaos.

It is evident that King Lear's disownment of his youngest daughter, Cordelia, occurs, as they say, out of nowhere making its seriousness and scale all the more astonishing. His blatant injustice and verbal disproportion in response to Cordelia's reasonable and calm remark about love and loyalty to her future husband is undeniably evil, as it overturns reason and justice. King Lear seems to invoke the entire universe, appealing to it and enlisting it as an ally thereby elevating his purely familial, paternal dissatisfaction with his daughter to a global level. It is here that King Lear programs the coming Storm as an embodiment of chaos. The mention of metaphorical "the barbarous Scythian, // Or he that makes his generation messes" [2], who, in Lear's admission, instantly become closer than Cordelia, draws an inhuman line between father and daughter. This is clear evil.

Immediately following this scene, King Lear's banishment of his loyal subject Kent continues this vector of evil.

Thus, it can be stated that at the root of the unfolding, spring-like torrent of Evil lie willfulness, despotism, selfishness, pride, and an inability to listen to others clear sins described in religious doctrines of virtuous behavior. All of this is provoked by a long-standing habit of power. Essentially, it is all tied to King Lear's sin of pride the most diabolical sin [3], as it provokes others. Further development of the theme of pride is seen in Lear's rebuke to Kent, who dared to warn him of inevitable punishment for his unjust treatment of Cordelia. Thus, evil is immediately shown in its potential for growth: two innocent individuals, Kent and Cordelia, are punished for nothing.

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The next manifestation of evil is slander. It is masterfully executed by the cunning Edmund, who stages a vile performance, manipulating the vulnerabilities of his father and brother with equal precision. Edmund's slander stems from his envy and resentment at being overlooked by fate: the legitimate son of the Earl of Gloucester and thus the rightful heir is his brother Edgar, not him. From this very understandable and common human situation, it follows that Edgar is doomed to misfortune and, most likely, death precisely the catastrophic spread of evil.

In general, secret conspiracy is one of the strongest and most persistent triggers of the tragedy's intrigue, present in all plotlines. Besides Edmund, the conspiracy involves Lear's two elder daughters, Goneril and Regan. The conspiracy leads to betrayal in both plot variants: Edmund betrays his father and brother, while Goneril and Regan betray their father and sister. This mirroring is highly advantageous in terms of artistic composition, reinforcing the idea of Evil.

Among the traitors, one character stands out as a symbol of this vice Oswald, who strives so hard to please his new mistress Goneril that he not only disregards but seems to forget his former master, King Lear, even referring to him as "my lady's father" [2] instead of the expected address to a king, "Your Majesty." Oswald is the epitome of betrayal, capable of switching allegiances instantly for personal gain.

As a result of the vile actions of Edmund, Goneril, and Regan, true darkness descends upon the fates of King Lear, Cordelia, Kent, Gloucester, and Edgar. This includes exile, hunger, cold, constant threat of death, and ultimately death itself or, in cases where life is spared, unending physical (and spiritual) suffering...

Physical pain is coupled with torture. The classic and unbearably horrific scene is the blinding of Gloucester. The famous monologue of Poor Tom Edgar is built on hyperbole and fantastical metaphor, which alone offers some respite from the horror: "Poor Tom; that eats the swimming frog, the toad, // the tadpole, the wall-newt and the water; that in the fury of his heart, when the foul fiend rages, // eats cow-dung for sallets; swallows the old rat and the ditch-dog; drinks the green mantle of the // standing pool; who is whipped from tithing to tithing, and stock-punished, and imprisoned; who // hath had three suits to his back, six shirts to his // body, horse to ride, and weapon to wear; // But mice and rats, and such small deer, // Have been Tom's food for seven long year. // Beware my follower" [2]. These quotes depict the torments of hunger, cold, humiliation, and mental anguish... The latter evolves into a theme crucial for understanding the tragedy - madness, whether real or feigned. In essence, Satan from Poor Tom's monologue, and the very name Poor Tom, are images of madness ("Poor Tom o' Bedlam" - an expression from medieval London life: the lowest of the low, those abandoned by all, not even kept in a madhouse they are outcasts [4]). Thus, madness is one of the most terrifying things that can befall a person, and in medieval times, it was perceived as a dreadful punishment, a trial by the devil. Edgar is not mad he is pretending. This makes it even more terrifying, as he must live in two dimensions.

Another motif in the military theme is captivity, which in some ways parallels the motif of exile as in Edgar's case. This motif is primarily developed in the story of King Lear and Cordelia's capture, but in one way or another, Edgar (Poor Tom), Gloucester, and Kent can also be considered captives. Captivity entails physical and psychological torment, hunger, cold, humiliation... The famous monologue of Poor Tom Edgar though not about captivity but exile can be seen as a concentrated expression of these sufferings, as evident in the quoted passage above.

The most horrifying vice in the tragedy is undoubtedly the readiness to kill. Or rather, its various forms: the most forgivable killing on the battlefield, in war. The most terrible secret and treacherous. For the characters embodying Evil, there is no barrier before secret poisonings or conspiracies. Given such plot development and the genre of tragedy, most (if not all) will likely perish... And so it happens. Death, as we know, is irreversible. It is preceded by the all-destroying Storm. Only some (King Lear) achieve enlightenment and are forgiven by their victims (Gloucester, Kent, Cordelia), while others die having obliterated all laws, all rules of family and state.

And perhaps the most unbearable for ordinary human consciousness and utterly alien to a healthy society in peaceful times is the constant presence of death in its various forms: from battlefield deaths to brutal executions, war injuries, wounds, and what is most unbearable deadly physical pain. The blinding of Gloucester, the sufferings of Edgar, the murder of Cordelia these are the torments of noble heroes. But the horror of war, wrought by their opponents the prisoners of evil also affects them. Regan, before her death, complains of terrible pain she dies from poisoning. The tragedy mentions battles meaning masses of people perish on the battlefield from fatal wounds; they suffered physically. This is the illustration of the total nature of Evil.

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ENGLISH AS AN INTERNATIONAL LANGUAGE: ITS ROLE IN COUNTRIES AROUND THE WORLD

S. Maxmudova ¹

Abstract:

This paper explores the role of English in various sectors worldwide, discussing its advantages and disadvantages, and highlighting the significance of preserving linguistic diversity alongside the use of English. English has become the most widely used international language, facilitating communication between people from different countries. It is used extensively in business, education, science, technology, and diplomacy. English's global spread has made it a valuable tool for knowledge sharing, conducting business, and bridging cultures, but it also presents challenges, such as inequality for non-native speakers and the loss of local languages.

Key words: English as an international language, global communication, education, business, technology, multilingualism.

One of the languages that is spoken the most in the world nowadays is English [1 p15]. It is a primary or secondary language of communication in many nations. English has emerged as the primary language for international trade, education, science, and diplomacy as a result of globalization [2 p10]. English is used by people from all ethnicities and backgrounds to communicate, exchange ideas, and collaborate.

Historical, political, and economic considerations have contributed to English's emergence as a global language [4. p50]. Later, the United States' dominance in international affairs, media, and technology solidified its position after the British Empire disseminated the language around the world [2 p200]. More over 1.5 billion people, both native speakers and non-native speakers, speak English today. In addition to being the primary language of international organizations like the World Trade Organization, the European Union, and the United Nations, English is also the official language of numerous nations [6 p65]. Because it is the most widely used language in science, technology, and entertainment, it is crucial for anyone looking to take advantage of the newest opportunities and expertise.

This essay examines the usage of English in a number of domains, such as media, technology, education, and business. The benefits and drawbacks of English as a global language are also covered, taking into account how it affects culture, multilingualism, and international communication.

The Role of English in Different Sectors

1. Business and Trade

English is the most common language in global business (Kachru, 1992, p. 120). Many international companies require employees to speak English to work effectively with people from different countries. Even in countries where English is not the native language, businesses use English to sign contracts, negotiate deals, and communicate with international clients (Jenkins, 2009, p. 30). For example, companies in Japan, Germany, and China often use English when working with foreign partners.

Additionally, global financial markets and stock exchanges also rely on English for transactions and communication (Crystal, 2012, p. 210). Many multinational corporations, including tech giants like Google, Microsoft, and Amazon, use English as their official language. The ability to speak and understand English can significantly impact career opportunities and economic growth (Phillipson, 1992, p. 55).

2. Education and Research

English is the main language of higher education and scientific research (Graddol, 2006, p. 15). Many universities around the world offer courses in English to attract international students. Scientists publish their research in English so that people worldwide can understand and use their findings (Seidlhofer, 2011, p. 70). This makes English an important tool for learning and innovation.

Moreover, many international academic conferences, research collaborations, and online learning platforms use English as their primary language (Jenkins, 2009, p. 35). Leading journals in medicine, engineering, and social sciences, such as *The Lancet*, *Nature*, and *Science*, publish their work in English, ensuring a wider audience. As a result, proficiency in English is essential for students and researchers who want to access the latest knowledge and contribute to global discussions (Crystal, 2012, p. 215).

3. Technology and the Internet

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Most online content is in English, making it the dominant language of the internet (Crystal, 2003, p. 25). Many popular websites, search engines, and social media platforms use English as their primary language. Technology companies, such as those in software development and artificial intelligence, also use English for coding and programming (Kachru, 1992, p. 130). This makes English essential for anyone working in the technology field.

Programming languages, including Python, Java, and C++, use English keywords, making it easier for developers worldwide to collaborate (Seidlhofer, 2011, p. 75). Online courses and tech-related training programs are predominantly in English, ensuring accessibility to knowledge for millions of learners. Furthermore, many software user interfaces, manuals, and customer support services operate primarily in English, reinforcing its role in technological advancements (Jenkins, 2009, p. 45).

4. Diplomacy and International Relations

English is the official language of many international organizations, including the United Nations and the European Union (Crystal, 2012, p. 220). Diplomats and world leaders use English to communicate with each other, discuss global issues, and sign agreements (Phillipson, 1992, p. 65). This helps different countries work together on important topics such as climate change, human rights, and trade.

5. Entertainment and Media

English-language movies, music, and television shows are popular worldwide (Graddol, 2006, p. 20). Hollywood films and American TV series are watched in many countries, and people often learn English by listening to songs or watching movies (Crystal, 2012, p. 225). Many non-English-speaking countries create entertainment content in English to reach a global audience (Kachru, 1992, p. 14).

Conclusion

English is an essential global language that connects people across different nations, helping them communicate and share knowledge. It plays a major role in business, education, technology, and diplomacy, making it a key tool for success in the modern world. Its widespread use has contributed to economic growth, international collaboration, and scientific advancement.

However, the dominance of English also brings challenges, including language inequality, cultural loss, and difficulties for non-native speakers. While English is necessary for global interactions, it is equally important to support linguistic diversity and respect local languages. Policymakers and educators must ensure that English is used as a tool for communication rather than as a means of cultural domination.

The future of English as an international language will depend on how well the world balances its advantages with its challenges. If societies promote multilingualism alongside English proficiency, they can create an inclusive and diverse global environment where all languages and cultures are valued.

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LINGUISTIC EVOLUTION OF ENGLISH WORDS FROM LONG FORMS TO SHORT FORMS

S. Kenjayeveva¹*Abstract:*

This article embarks on an in-depth exploration of the fascinating linguistic evolution of English words, with a particular emphasis on the intricate interplay between long and short forms. It meticulously examines the historical trajectories of word shortening and lengthening, elucidating the multifaceted factors that have sculpted these processes and assessing their profound impact on the overall development of the English language. Furthermore, the article provides a comprehensive analysis of the contemporary usage and linguistic significance of both short and long forms in modern English, encompassing their nuanced application across formal and informal registers, literary works, and diverse forms of mass media

Key words: linguistic evolution, English language, lexical morphology, etymological shifts, diachronic linguistics, synchronic analysis, phonological attrition, socio-cultural imprints, technological neologisms, register variation, discourse analysis, historical lexicography.

Introduction

English, a language of unparalleled global reach, stands as a testament to the dynamic and ever-evolving nature of human communication. Its historical trajectory, marked by a confluence of influences from Latin, Greek, French, and Scandinavian languages, has resulted in a rich tapestry of lexical diversity. A particularly intriguing facet of this evolution is the constant flux between the long and short forms of words, a phenomenon that reflects broader linguistic and socio-cultural trends. This article aims to dissect the linguistic evolution of English words, with a keen focus on the transformations in their long and short forms, the underlying catalysts driving these changes, and their consequential effects on the language's structure and usage.

The indispensable nature of diachronic inquiry is to truly grasp the contemporary state of the English lexicon, one must embark on a diachronic journey, tracing the historical pathways that have shaped its current form. Such an endeavor illuminates the fundamental principles that govern linguistic change and provides invaluable insights into the dynamic interplay between language and society [3; 55-56].

The pursuit of linguistic elucidation is the primary objective of this research is to meticulously analyze the historical trends of word shortening and lengthening, to meticulously identify the diverse factors that have precipitated these processes, and to judiciously evaluate their role in the overarching development of the English language.

Literature review and methodology

The findings of this research unequivocally demonstrate that the processes of word shortening and lengthening have been an intrinsic part of the English language's evolution. The trends of shortening are predominantly driven by the principle of linguistic economy, the imperative for expedited communication, and the pervasive influence of technological advancements [4; 112-115]. Conversely, the trends of lengthening are primarily attributed to phonological shifts and the influx of lexical borrowings from other languages, particularly Latin and French [1; 89-92].

Short forms, characterized by their conciseness and efficiency, have found widespread adoption in informal discourse, mass media, and technological jargon [5; 64-67]. Conversely, long forms, imbued with a sense of formality and erudition, continue to hold sway in formal speech, literary works, and scientific terminology.

This research also underscores the notion that the processes of word shortening and lengthening are a testament to the dynamic nature and continuous evolution of the English language. These processes contribute to the language's adaptability, its capacity to accommodate the ever-changing needs of society, and its ability to reflect the socio-cultural zeitgeist [3; 201-205].

Methodology

This study employed a combination of historical-linguistic and corpus-based methods to analyze the linguistic evolution of English words, focusing on the tendencies between long and short forms. Historical texts and etymological dictionaries were utilized to trace the historical development of words, while corpus

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linguistics data provided insights into their contemporary usage and frequency. Comparative-historical, lexical-semantic, and syntactic analyses were also conducted to examine influences from other languages, semantic shifts, and changes in sentence structures. These methods facilitated a comprehensive analysis of the diachronic transformations within the English lexicon.

Results

The research demonstrated a notable decline in the usage of archaic and less frequently used words within the English language. For example, the verb "quoth," meaning "said," is now rarely encountered in contemporary English, reflecting the language's continuous evolution and the demands of modern communication. Conversely, the English language is witnessing the emergence of new words driven by technological and social transformations. The rapid increase in the use of "cryptocurrency" exemplifies this trend, showcasing the language's capacity to adapt to novel circumstances. Furthermore, the meanings of certain words are undergoing changes. For instance, "nice," which once carried a connotation of "foolish," now primarily conveys a positive sentiment, highlighting the socio-cultural context's influence on word meanings. Finally, alterations are observed in English sentence structures, with a decline in passive voice usage and a rise in active voice constructions, indicating a tendency towards simplification within the language.

Discussion

The study's findings reveal significant shifts in both the vocabulary and syntax of the English language. The decrease in archaic word usage aligns with the emphasis on speed and simplicity in modern communication. People now prioritize concise and comprehensible language, leading to the obsolescence of less common terms. Conversely, the introduction of new words reflects the language's adaptability to technological and social changes. English readily incorporates new vocabulary to express emerging concepts. The evolution of word meanings underscores their dependence on socio-cultural contexts, as societal shifts inevitably reshape language. Changes in sentence structures, such as the preference for active voice, indicate a broader trend towards simplification in English. This analysis, employing your own terminology, effectively illuminates the dynamic transformations occurring within the English language's vocabulary and syntax.

Conclusion

The linguistic evolution of English words, particularly the dynamic interplay between long and short forms, stands as a compelling testament to the language's inherent dynamism and its relentless journey of transformation. This intricate dance between lexical brevity and prolixity, driven by a confluence of linguistic, socio-cultural, and technological forces, has profoundly shaped the contours of the English lexicon. The processes of word shortening and lengthening, far from being mere linguistic curiosities, have played a pivotal role in the language's ongoing adaptation, its ability to reflect the ever-shifting sands of societal norms, and its capacity to accommodate the evolving communicative needs of its speakers.

The findings of this research offer invaluable insights for linguists, language educators, and all those who seek to unravel the intricate tapestry of the English language. By illuminating the historical pathways that have shaped the evolution of English words, we gain a deeper appreciation for the language's dynamic nature and its remarkable capacity to reflect the ever-changing socio-cultural landscape. Moreover, this research underscores the importance of diachronic inquiry in understanding the contemporary state of the English lexicon, highlighting the inextricable link between language and society.

In essence, the ongoing evolution of English words, marked by the constant flux between long and short forms, serves as a powerful reminder that language is not a static entity, but rather a dynamic and ever-evolving organism. As we navigate the linguistic landscape of the 21st century, we must remain cognizant of the forces that continue to shape the English language, ensuring that it remains a vibrant and effective tool for communication across diverse contexts.

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SEMANTIC DEVELOPMENT OF ENGLISH WORDS AND THE SHIFT FROM POSITIVE TO NEGATIVE MEANINGS

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Abstract:

This study investigates pejoration, the process by which words gradually change from having neutral or positive meanings to having negative ones. A crucial component of linguistic development, semantic change is a reflection of the historical, cultural, and social forces that have shaped language. According to the study, terms are derogatory because of societal attitudes, class differences, gender biases, and ideological changes. The study shows how biases and power dynamics are encoded in language.

Key words: pejoration, semantic change, language evolution, historical linguistics, gendered language, sociolinguistics.

Introduction

For over a century, the history of the English language has been taught as a formal academic subject at the university level. It is a very complicated subject that encompasses several subfields (Momma & Matto, 2008, p.5). A form of language evolution in which the meanings of words changes over time is called semantic change, sometimes referred to as semantic shift, semantic advancement, semantic development, or semantic drift. The original and contemporary meanings of a term may significantly diverge as a result of this process. Semantic change, as used in diachronic linguistics, which studies how languages evolve over time, particularly refers to changes in a word's meaning. Words can expand, narrow, or completely change their meanings, as they often have multiple senses and connotations. This can occasionally lead to significant changes between related words in various languages and historical periods. Semantics, etymology, onomasiology, and semasiology are all closely related to the study of semantic change. Semantic shift plays an important role in linguistics. For example, it may affect the evolution and adaptation of language. As languages are not static, they continuously develop to meet the communicative demands of their speakers. Semantic change shows that vocabulary remains relevant in changing social contexts. For instance, the term "mouse" currently refers to a computer device, while it was initially used to describe a rodent (Lakoff & Johnson, 1980). The reflection of cultural and social changes is also an important aspect of linguistics. Social views are frequently reflected in semantic shifts. Word related to social roles, professions and gender, for instance, have evolved over time. Originally referred to a noblewoman, the term "lady" is now a general term for any woman (Trask, 1996).

Methodology

Semantic change, the process by which meaning of words can change over the time, is one of the most important components of language's continuous evolution. Cultural, social, and historical influences can impact this process, causing words to expand, narrow, improve, or worsen in meaning. . According to researchers like Ullmann (1962) and Trask (1996), there are several reasons why words change from positive to negative ones. Word meanings evolve along with society attitudes, which are reflected in language. Pejoration often happens when a concept, group, or profession is devalued by society. For example, originally meaning young girl, the term wench became a derogatory term for a promiscuous woman (McMahon 1994). As language reflects class differences, words linked to lower social classes or professions sometimes take on a negative connotation. For instance In Old English, the word "churl" originally meant a free farmer or peasant, but because peasants were despised by nobles, it came to imply a rude or uncivilized person. Also language change has historically been influenced by religious views, which can result in derogatory language when words are linked to immoral or sinful behaviour. As an example, the word "heretic" originally meant "someone who chooses" (from the Greek *hairetikos*), but as religious dogma grew, it came to mean a someone who held perilous or immoral views (Trask, 1996) or the term libertine originally meant a free-thinking person, but it became a negative term for someone who lacks moral restraint (Ullmann, 1962).

The main techniques used in the study to investigate the semantic shift of words from neutral or positive meanings to negative ones are comparative semantic analysis and diachronic analysis. Words' original and contemporary meanings are compared using comparative semantic analysis, which also shows how words have changed throughout time. This method makes it possible to thoroughly analyse how word

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meanings change over time and how these changes impact more general linguistic and cultural patterns. One of the main techniques in historical linguistics is diachronic analysis, which examines how word meanings evolve over time. This research sheds light on how language changes in response to historical, social, and cultural influences, mirroring shifts in societal structures, beliefs, and attitudes.

The process of devaluing or degrading a word's meaning, known as pejoration (negative shift), is more common than amelioration. For example, officious used to mean "hard working," aggravate meant to "increase the weight" of something, and "silly" used to mean "blessed" or "innocent."

Results

The study revealed that a number of English words have undergone pejoration, changing throughout time from having neutral or positive meanings to having negative ones. For example:

Silly- originally meant "happy" or "fortunate" but now means "foolish" or "lacking intelligence".

Villain- formerly used to describe a commoner or farmworker, but now it refers to a criminal or wicked person

Knave- originally meant a young servant boy but later took on meaning of dishonest person.

Hussy- the term housewife has been replaced by an immoral woman

Lewd- used to describe an uneducated layperson, but now implies obscene or offensive behavior

Crafty- originally meant skillful or intelligent, now implies deceptiveness or slyness

Discussion

Several English terms have had their meanings changed from neutral or positive to negative due to pejoration. Historical, social, and cultural shifts in how people view particular behaviours, social classes, and gender roles are reflected in this transformation. The term "silly" can be as a clear example. She was silly about receiving such wonderful news, in this example the word "silly" meant "happy" or "fortunate" in old English, but now it means "foolish" or "lacking intelligence". Similarly, "villain" was a term referring to a commoner or farmworker, but today it means a "criminal" or "wicked person". Changes in gender are reflected in terms such as "hussy." The word, which originally meant "housewife," was neutral and even dignified. Later on, though, it came to be used disparagingly to describe a woman who was shameless or immoral. The way language has been used to regulate and criticize female behavior, especially when women deviate from established norms, is reflected in this development. "Only a knave would betray his best friend for money". In this sentence the word "knave" meant "young servant boy" in old English, but later, it became a term for a dishonest person. This change could be related to past class distinctions, where those of lower status were often treated with distrust. The word's initial meaning gradually changed, and it started to be used as a broad insult.

Conclusion

This study has examined the phenomenon of pejoration, showing how words in the English language change over time from having positive or neutral meanings to having negative ones. Pejoration is intimately associated with social, historical, and cultural elements, such as class differences, gender prejudices, and ideology transformations, as demonstrated by comparative semantic analysis and diachronic analysis. Since it sheds light on how language encodes societal ideals and perpetuates power relations, an understanding of pejoration is essential to the study of historical linguistics. These results also imply that comparable semantic changes may occur in the future in contemporary terminology, particularly in digital and internet culture. In order to forecast possible pejoration tendencies in the ensuing decades, more research might concentrate on modern slang and technological vocabulary. Linguists and educators can promote more inclusive and thoughtful language use and a deeper comprehension of how words form and reflect social reality by acknowledging the dynamics underlying pejoration.

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ENGLISH HISTORICAL TERMINOLOGY: STAGES OF FORMATION AND SPECIFIC FEATURES

S. Narzillayeva ¹

Abstract:

Despite the existence of nearly 5,000 languages in the world, English has remained one of the leading languages of communication, influencing more than 2 billion people worldwide. In today's rapidly developing world, not only young people but also middle-aged individuals are becoming increasingly interested in learning this language. However, not everyone is well-informed about how this language originated or the history of its terminology and the stages of its formation. The history of the English language is incredibly rich and fascinating, shaped by the influence of various languages and cultures. This article provides information about the origins of the English language, its stages of development, and its modern state.

Key words: History of the English language, stages of formation, various languages, cultures, dialects, Old English, Anglo-Saxons, Vikings, Normans, modern English, global influence.

English is a West Germanic language that was originally spoken in England and is the first language of many countries, including the United Kingdom, the United States, Canada, Australia, Ireland, and New Zealand. It is the third most widely spoken native language in the world, after Mandarin Chinese and Spanish. English is also the official language of the European Union, many Commonwealth countries, the United Nations, and various international organizations. Its origins date back to the 5th century AD when Germanic tribes, namely the Anglo-Saxons, began migrating to the British Isles. These tribes brought with them three main dialects: Anglian, Saxon, and Jutish. These dialects eventually merged to form what became known as Anglo-Saxon or Old English. In the 8th century AD, the Celtic period in English language history began. The Celts communicated in the Celtic language, from which the word "birth" (meaning "painted") originated.

It is a well-known fact that many words in English are derived from Latin. Some of these words, such as street and cook, appeared even before the Anglo-Saxon migration to Britain and have continued to enter the language over time. In addition to vocabulary, English has also evolved significantly in terms of phrases and style. For example, the Latin phrase *mundo uti* ("to live") reappeared in Old English in the epic poem *Beowulf* as *worolde brucan*. Towards the end of the Old English period, English came into contact with French. Among foreign languages that influenced English, French ranks second after Latin. Later, Danish (a Scandinavian language) also joined this group. Since both English and Danish belong to the Germanic language family and share similarities, it is sometimes difficult to determine whether certain words were introduced by the English or the Vikings. For example, words like sky and take are of Scandinavian origin. The interaction between English and Danish began in the 9th century, reaching its peak in the 10th and 11th centuries before gradually declining. However, its influence never completely disappeared.

The origins of British dialect

British English consists of various dialects and accents, and today, English is considered one of the most diverse languages in terms of dialects. But where did these dialects and accents come from?

Ancient Language

The English language has been in use for over 1,500 years. During this time, it has undergone regional changes, leading to the development of various dialects. If we compare Britain to Australia, English has only been spoken in Australia for about 230 years, meaning there hasn't been enough time for dialects to develop extensively. However, when studying the richness of dialects, we should not focus solely on the importance of time but also on what has happened to the language over these years. So, let's take a look at Britain's history.

The Arrival of the Anglo-Saxons in England

Invasions and migrations played a significant role in the development of British dialects and accents. In the 5th century, Germanic tribes from the northwestern part of the European continent began settling on the island. These settlers consisted of three different groups: the Angles, the Saxons, and the Jutes. Since the first two groups were larger in number, they were collectively referred to as the Anglo-Saxons. Each group brought different dialects from their native languages.

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The Anglo-Saxons settled in different regions of England. The Angles occupied the Midlands and the eastern part of England, while the Saxons settled in the western and southern areas along the River Thames. The Jutes mainly settled in Kent and along the southern coast. These settlements led to the emergence of various dialects of Old English.

The Vikings

Around 800 AD, the first Vikings arrived in Britain. Some of them were raiders and plunderers, while others were farmers and traders. They lived a lifestyle similar to that of the Anglo-Saxons. Several dialects from the Vikings' ancient language, Old Norse, were adopted, leading to the formation of new linguistic features. To this day, traces of Old Norse can still be found in northern English dialects, as many Vikings settled in that region. Additionally, some words of Viking origin can be found in parts of Scotland and northern England, such as: fell (mountain), lait (seek), skalli (bald), bairn (child), braw (fantastic), kirk (church), quine (girl/woman)

The Normans Completely Changed the English Language

In 1066, the French-speaking Normans invaded England. Although French was different from Old English, it became the primary language of the elite and ruling classes. During this period, English lost its prestige among the upper classes, but by the 15th century, it regained its status and became the dominant language once again. During Norman rule, many French words were incorporated into English, especially in areas such as government, law, art, and religion.

The Development of Standard Written English

For a long time, English was primarily a spoken language. Literacy rates were low, and even those who could write did not follow strict grammatical rules; they simply wrote as they spoke. However, from 1350 onward, a modern English spelling system began to develop based on the language used in southeastern England. Another major factor in standardizing writing was the introduction of the printing press to England in 1476. This helped establish consistent spelling and grammar rules. The English we use today largely took shape during this process in the 15th century. Additionally, this development played a key role in the formation of "Received Pronunciation", the standard British accent.

Modern Dialects

Today, there are nearly forty distinct dialects in the United Kingdom, each with unique spelling and word structures. Some of the most well-known British dialects include: Cockney (spoken in East London), Glaswegian (spoken in Glasgow, Scotland), Scouse (spoken in Liverpool), Geordie (spoken in Newcastle)

Modern Changes

Today, due to waves of immigration, people from diverse backgrounds have integrated their dialects and accents with English in the United Kingdom. As a result, linguistic and dialectal diversity has been preserved to this day. English has spread globally and remains a key language in communication among many nations. This is largely due to its extensive vocabulary and adaptability. Additionally, English is the dominant language in international business, science, and technology.

In conclusion, the history and development of the English language have been profoundly influenced by its rich cultural heritage and the contributions of various peoples. From ancient times to the present, English has continuously evolved and has become an integral part of global communication.

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ETHNONYMS IN MODERN GLOBALIZATION AND DIASPORA COMMUNITIES

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Abstract:

Ethnonyms are often deeply tied to historical events and social dynamics. The usage of these terms reflects the shifting interactions between different ethnic groups over time, influenced by migration, conflict, trade, and other historical events. By studying ethnonyms, one can explore the evolving relationships between groups and better understand how these relationships have shaped the contemporary social landscape. The study of ethnonyms brings attention to the role of language in power dynamics.

Key words: ethnonyms, theoretical, globalization, cultural, dynamics, transformation, phenomenon, culture, intellectual, paradigms, ethnographic, sociolinguistics.

Introduction

The study of ethnonyms, or terms used to denote ethnic groups, has a long and complex history in linguistic, anthropological, and sociological research. The historical development of ethnonym studies reflects the intersection of linguistics, power dynamics, cultural identity, and the socio-political environment in which ethnic groups and their names are situated. The importance of ethnonyms transcends their function as mere labels; they serve as markers of cultural identity, vehicles for social interaction, and symbols in the negotiation of power. Over the centuries, the study of ethnonyms has been shaped by different intellectual paradigms, from early ethnographic studies to the more contemporary fields of sociolinguistics and postcolonial theory.

In an era of increasing globalization and large-scale migration, the evolution of ethnonyms has become more complex, reflecting shifting identities, hybrid cultures, and contested self-definitions within diaspora communities. While some ethnonyms retain historical continuity, others undergo transformation or replacement due to socio-political changes, linguistic adaptation, and external influences. Scholars from diverse disciplines, including sociolinguistics, anthropology, and history, have explored the significance of ethnonyms in constructing and negotiating ethnic identities across different contexts. Fredrik Barth's seminal work on ethnic boundaries provides a crucial theoretical foundation for understanding ethnonyms. Barth argues that ethnicity is not defined by fixed cultural traits but rather by the social processes that create and maintain distinctions between groups. Ethnonyms are central to this process, as they serve to categorize and delineate communities, both from within and from external perspectives. The naming of ethnic groups often results from interactions between self-identification and external labeling, which can sometimes lead to tensions over legitimacy, representation, and authenticity.

Benedict Anderson's concept of imagined communities further illuminates the role of ethnonyms in constructing collective identities, particularly in diasporic settings. Anderson suggests that ethnic and national identities are largely constructed through shared narratives, symbols, and linguistic markers, allowing people who may never meet in person to perceive themselves as part of a cohesive group. Ethnonyms function within this framework by reinforcing group consciousness, especially in diaspora communities where maintaining cultural ties is an essential part of identity preservation.

Diaspora communities often face a dual challenge in relation to ethnonyms. On the one hand, they seek to maintain their traditional identity markers as a means of cultural continuity. On the other hand, they must navigate the labels imposed upon them by host societies, which may not always align with their self-perceptions. This dynamic is evident in the Chinese diaspora, where multiple ethnonyms such as Huaqiao, Huaren, and Zhonghua have emerged to describe different aspects of Chinese identity abroad. Ien Ang argues that these terms reflect varying degrees of attachment to the homeland and different modes of integration into host societies. While Huaqiao traditionally refers to overseas Chinese who retain strong ties with China, Huaren denotes a more broadly defined Chinese identity that may not necessarily be linked to the Chinese state.

Similar complexities arise in the African diaspora, where ethnonyms have been shaped by histories of slavery, colonialism, and migration. Paul Gilroy's Black Atlantic framework provides a useful lens for examining the transnational dimensions of Black identity, emphasizing the fluidity and hybridity that characterize diaspora experiences. The use of terms like Afro-Caribbean, African American, and Afro-Latinx highlights how

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ethnonyms evolve in response to shifting racial and cultural dynamics. Afro-Caribbean, for example, emerged as a way for people of African descent in the Caribbean to assert both their African heritage and their regional identity. The term Afro-Latinx, which has gained prominence in recent years, reflects a growing recognition of the intersection between Black and Latin American identities, challenging traditional racial classifications that often obscure Afro-descendant populations in Latin America.

The impact of globalization on ethnonyms is evident in the increasing prominence of hybrid identities that combine multiple cultural references. The rise of terms such as Asian-American, Indo-Canadian, and Nigerian-British illustrates how diaspora individuals navigate between multiple affiliations, embracing both their ancestral and national identities. Stuart Hall's theory of cultural identity is particularly relevant in this context, as it underscores the dynamic and evolving nature of identity formation. Hall argues that identity is not a fixed essence but rather a constantly shifting construct that emerges through historical and social processes. Ethnonyms, therefore, function as fluid markers that adapt to new political, economic, and cultural contexts.

Language plays a crucial role in shaping the perception and usage of ethnonyms, particularly in multilingual societies. In some cases, ethnonyms undergo phonetic or semantic transformations as they are adapted to different linguistic environments. The evolution of terms like Hispanic and Latinx in the United States exemplifies this phenomenon. While Hispanic emphasizes the linguistic and historical connection to Spain, the term Latinx has emerged as a gender-neutral and inclusive alternative that challenges traditional binaries. Linguist Ana Celia Zentella has explored how language ideologies influence the adoption of such terms, revealing generational differences in ethnonymic preferences. Younger generations of Latinx individuals are more likely to embrace terms that reflect intersectional identities, highlighting the role of sociopolitical consciousness in shaping ethnonyms.

Media and digital culture have further contributed to the redefinition and dissemination of ethnonyms on a global scale. Social media platforms serve as spaces where diaspora communities engage in discussions about identity, representation, and belonging, often coining or popularizing new ethnonyms in the process. Hashtags such as #BlackExcellence, #DesiPride, and #AfroLatinx have facilitated the emergence of new collective identities, allowing individuals to assert their self-defined ethnonyms in ways that challenge mainstream narratives. This participatory aspect of digital culture aligns with Manuel Castells' theory of networked societies, which posits that identities are increasingly constructed through online interactions rather than through traditional nation-state frameworks.

Despite the potential for empowerment, ethnonyms are not free from political and social tensions. The imposition of externally defined ethnonyms has historically been a source of controversy, particularly in Indigenous and postcolonial contexts. In the United States, for example, the debate over the terms Native American and American Indian reflects broader discussions about self-determination and historical legacies. Indigenous scholars such as Vine Deloria Jr. have criticized the use of broad ethnonyms that obscure the diversity of Indigenous nations, arguing that tribal-specific names should be prioritized to reflect the distinct histories and identities of different Indigenous groups.

A similar dynamic is observed in Africa, where colonial-era ethnonyms have shaped contemporary ethnic classifications in ways that do not always align with precolonial identities. Mahmood Mamdani has extensively analyzed the impact of colonial ethnographic categorization, arguing that European colonial administrations often imposed rigid ethnic labels that reinforced divisions and contributed to ethnic conflicts. In many cases, ethnonyms assigned during the colonial period continue to influence political and social structures, demonstrating the long-lasting effects of externally imposed identity markers.

The intersection of race, ethnicity, and nationalism further complicates the politics of ethnonyms, particularly in societies with significant migrant populations. In Europe, for example, the categorization of migrants and their descendants often involves the use of ethnonyms that emphasize difference rather than integration. Terms such as Franco-Maghrebi in France and British Pakistani in the United Kingdom reflect both the cultural heritage of these communities and the challenges of full social acceptance. Tariq Modood's research on multiculturalism and ethnic identity in Europe suggests that while ethnonyms can serve as affirmations of identity and belonging, they can also reinforce social boundaries that contribute to exclusion and marginalization.

Economic factors also play a role in the transformation of ethnonyms, particularly in contexts of labor migration. The term Overseas Filipino Worker (OFW), for instance, reflects both national identity and economic status, as it is primarily used to describe Filipinos working abroad in industries such as domestic labor, healthcare, and construction. Robyn Magalit Rodriguez has examined how ethnonyms related to migrant labor intersect with global capitalism, shaping perceptions of workers based on their country of origin. Similar dynamics can be observed in the classification of South Asian workers in the Gulf states, where ethnonyms are often linked to occupational roles and socioeconomic hierarchies.

As globalization continues to shape patterns of migration and transnational identity formation, the future of ethnonyms remains an open question. Some ethnonyms gain widespread acceptance and become institutionalized, while others become obsolete or are actively contested. The increasing movement towards self-determined identity labels suggests that diaspora communities will continue to play a central role in shaping the ethnonyms they use. The role of policy and institutional recognition is also crucial, as official categorization systems influence how ethnonyms are understood and applied in legal, educational, and social contexts.

Conclusion

The study of ethnonyms in modern globalization and diaspora communities reveals the intricate ways in which language, identity, and social structures interact. As markers of belonging and distinction, ethnonyms reflect both historical continuities and contemporary transformations. Their evolution underscores the dynamic nature of identity in a world increasingly shaped by migration, digital communication, and transnational connections. By examining the sociopolitical and cultural dimensions of ethnonyms, scholars contribute to a deeper understanding of how communities navigate the complexities of identity in a globalized era.

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COMPARATIVE ANALYSIS OF NAME ETYMOLOGY: A STUDY OF ENGLISH AND UZBEK ANTHROPNYMS

O. Nematova ¹*Abstract:*

This article explores the etymology of common anthroponyms in English and Uzbek, examining how historical and cultural contexts shape their meanings. By analyzing the cognitive processes involved in understanding and interpreting these names, we aim to highlight the interplay between language, culture, and identity. The findings suggest that while both languages exhibit unique naming conventions, they also share common cognitive mechanisms that influence how names are perceived and understood.

Key words: Anthroponyms, etymology, cognitive linguistics, cultural significance, comparative analysis, identity.

Introduction

It goes beyond mere labelling — anthroponyms, or personal names, carry with them a strong cultural identity and facilitate a historical narrative. As such, they are key markers of identity that mirror the values, beliefs, and social structures of the cultures they are part of. The study presents a contrastive study of the common anthroponyms in English and Uzbek, revealing the cognitive perception that the anthroponyms mapped to the respective social order and how the cultural narratives drive their markers. Grasp the dynamics of collective and individual identities to have deeper respect for the role names play in these identities.

Methods

This qualitative study draws on etymological research, linguistic analysis, and cognitive theory. Anthroponyms from both English and Uzbek were chosen based on their frequency of use, including some culturally significant words. These names were tracked back, using etymological dictionaries, historical texts, and current naming practices, as far as they could go. Cognitive processes were extracted and analyzed from the literature on cognitive linguistics and name perception.

Data Collection: A list of common anthroponyms was compiled from various sources, including national statistics on name popularity, cultural studies, and linguistic databases. Names were categorized based on their etymological roots and cultural significance.

Etymological Analysis: The origins of selected names were traced using etymological dictionaries and historical texts. This analysis focused on the linguistic roots of names, their meanings, and any historical events that may have influenced their adoption.

Cognitive Analysis: Existing literature on cognitive linguistics was reviewed to identify the cognitive processes involved in name interpretation. This included studies on semantic associations, memory recall, and the impact of cultural context on name perception.

Results

Etymology of Common Anthroponyms:

English Names: Common English names such as "John," "Mary," and "William" have roots in Hebrew, Latin, and Germanic languages. For instance, "John" derives

from the Hebrew name "Yohanan," meaning "God is gracious." This reflects the historical influence of religious texts on naming practices in English-speaking cultures. Similarly, "Mary" has its origins in the Hebrew "Miriam," which is often associated with meanings of bitterness or rebellion, yet has evolved to symbolize purity and motherhood in Christian contexts.

Uzbek Names: In contrast, Uzbek names like "Dilshod," "Gulnora," and "Aziz" often have Persian, Arabic, or Turkic origins. "Dilshod," for example, combines "dil" (heart) and "shod" (happy), conveying a sense of emotional well-being. The name "Gulnora," meaning "flower of light," reflects the cultural appreciation for nature and beauty. This illustrates the cultural significance of names in expressing personal attributes and aspirations.

Cognitive Processes in Name Interpretation:

Names are understood through a variety of cognitive mechanisms, including semantic reference, memory retrieval, and sociocultural context. Names have meanings and associations, and they tend to conjure certain images or feelings. For instance, the name "Mary" might invoke concepts of purity and

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motherhood because of biblical imagery, dear to Christians, while "Dilshod" might evoke feelings of zest and warmth (in Uzbek culture).

Cognitive linguistics suggests that names are not merely labels but are imbued with cultural narratives that shape how individuals perceive themselves and others. This is evident in the way names can influence social interactions and identity formation. Research indicates that names can affect first impressions, social status perceptions, and even professional opportunities, highlighting their cognitive and social significance.

Historical and Cultural Contexts:

The historical context of naming practices reveals significant differences between English and Uzbek anthroponyms. English names have been shaped by various historical events, including the Norman Conquest and the Reformation, which introduced new linguistic influences and cultural narratives. The adoption of names from different cultures often reflects social mobility and changing societal values.

Conversely, Uzbek names reflect the region's rich history of Persian and Arabic influence, as well as the Turkic heritage. The cultural significance of names in Uzbekistan often ties to familial lineage, social status, and aspirations, highlighting the importance of names in personal identity. For example, names like "Aziz" (beloved) and "Sardor" (leader) carry connotations of respect and aspiration, which are highly valued in Uzbek society.

Discussion

The comparative analysis of English and Uzbek anthroponyms reveals both distinct and overlapping cognitive processes in name interpretation. While the etymological roots of names differ significantly, the cognitive mechanisms that underlie their understanding are similar. Names serve as cultural signifiers, carrying meanings that resonate with individuals' identities and societal roles.

Cognitive Mechanisms: The cognitive processes involved in interpreting names include semantic associations, which are influenced by cultural narratives and personal experiences. For instance, the name "William," often associated with leadership and nobility due to historical figures like William the Conqueror, may evoke a sense of authority and respect in English-speaking contexts. In contrast, the name "Dilshod," with its connotations of happiness and emotional warmth, may foster a sense of community and familial bonds in Uzbek culture. These associations are shaped by the cultural narratives surrounding each name, which are reinforced through social interactions and media representations.

Cultural Narratives and Identity: The historical and cultural contexts in which these names are situated further enrich their meanings. In English, names often reflect religious and historical narratives, while in Uzbek culture, names are deeply intertwined with personal attributes and familial connections. This interplay between language, culture, and cognition underscores the importance of anthroponyms in shaping individual and collective identities. For example, the prevalence of names with religious significance in English-speaking countries can be traced back to the influence of Christianity, while the use of names that signify positive traits in Uzbek culture reflects a societal emphasis on personal virtues and aspirations.

Social Implications of Names: The implications of naming extend beyond individual identity to encompass broader social dynamics. Research has shown that names can influence perceptions of social status, competence, and even attractiveness. In English-speaking contexts, names that are perceived as traditional or prestigious may confer advantages in professional settings, while names that are considered unconventional may lead to biases or stereotypes. Similarly, in Uzbekistan, names that reflect cultural heritage and familial lineage can enhance social standing and community respect. This highlights the role of names as not only personal identifiers but also as tools for navigating social hierarchies.

Globalization and Naming Trends: The impact of globalization on naming practices is another area of interest. As cultures interact and influence one another, naming conventions evolve, leading to the emergence of hybrid names that blend elements from different linguistic and cultural backgrounds. For instance, the increasing popularity of Western names in Uzbekistan, such as "Kevin" or "Jessica," reflects a shift in cultural values and aspirations, particularly among younger generations. Conversely, the adoption of Uzbek names in English-speaking contexts can signify a growing appreciation for cultural diversity and heritage. This phenomenon raises questions about the cognitive processes involved in name adaptation and the implications for identity in a globalized world.

Conclusion

This study highlights the significance of etymology in understanding the cognitive and cultural dimensions of anthroponyms in English and Uzbek. By examining the historical and cultural contexts that shape the meanings of names, we gain valuable insights into the ways in which language and identity are interwoven. The findings suggest that while English and Uzbek anthroponyms exhibit distinct characteristics, they also share common cognitive mechanisms that influence how names are perceived and understood.

Future research could expand on this analysis by exploring additional languages and cultural contexts, further enriching our understanding of the cognitive characteristics of anthroponyms. Additionally, empirical studies examining the social implications of names in various cultural settings could provide deeper insights into the dynamics of identity formation and social interaction.

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THE PROBLEM OF EQUIVALENCE IN TRANSLATION

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Abstract:

In any account of interlingual communication, translation is used as a generic term. Professionally, however, the term translation is confined to the written, and the term interpretation to the spoken. If confined to a written language, translation is a cover term with three distinguishable meanings: 1) translating, the process (to translate; the activity rather than the tangible object), 2) a translation: the product of the process of translating (e.g. the translated text), and 3) translation: the abstract concept which encompasses both the process of translating and the product of that process Bell. The term 'translation' used and discussed throughout this paper is confined to the written language, and refers to both the product and process of translating.

Key words: translation, denotative equivalence, connotative equivalence, pragmatic, dynamic, target.

The definitions of translation suggested above imply that producing the same meaning or message in the target language text as intended by the original author is the main objective of a translator. This notion of 'sameness' is often understood as an equivalence relation between the source and target texts. This equivalence relation is generally considered the most salient feature of a quality translation.

Problems of Equivalence

The principle that a translation should have an equivalence relation with the source language text is problematic. There are three main reasons why an exact equivalence or effect is difficult to achieve. Firstly, it is impossible for a text to have constant interpretations even for the same person on two occasions. According to these translation scholars: before one could objectively assess textual effects, one would need to have recourse to a fairly detailed and exact theory of psychological effect, a theory capable, among other things, of giving an account of the aesthetic sensations that are often paramount in response to a text. Secondly, translation is a matter of subjective interpretation of translators of the source language text. Thus, producing an objective effect on the target text readers, which is the same as that on the source text readers is an unrealistic expectation. Thirdly, it may not be possible for translators to determine how audiences responded to the source text when it was first produced. Miao gives a specific example of the impossibility of the equivalence relation:

If an original was written centuries ago and the language of the original is difficult to comprehend for modern readers, then a simplified translation may well have greater impact on its readers than the original had on the readers in the source culture. No translator would hinder the reader's comprehension by using absolute expressions in order to achieve equivalent effect.

Because the target text can never be equivalent to the source text at all levels, researchers have distinguished different types of equivalence. Nida suggests formal and dynamic or functional equivalence. Formal equivalence focuses attention on the message itself, in both form and content. It requires that the message in the target language should match as closely as possible the different elements in the source language. Dynamic equivalence is based on the principle of equivalent effect, where the relationship between the receptor and message should be substantially the same as that which existed between the original receptors and the message. Newmark makes a distinction between communicative and semantic translation. Like Nida's dynamic equivalence, communicative translation also tries to create the effect on the target text reader which is the same as that received by readers of the source language text. Koller proposes denotative, connotative, pragmatic, textual, formal and aesthetic equivalence. Munday describes these five different types of equivalence as follows:

1. Denotative equivalence is related to equivalence of the extralinguistic content of a text.
2. Connotative equivalence is related to the lexical choices, especially between near-synonyms.
3. Text-normative equivalence is related to text types, with texts behaving in different ways.
4. Pragmatic equivalence, or 'communicative equivalence', is oriented towards the receiver of the text or message.

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5. Formal equivalence is related to the form and aesthetics of the text, includes word plays and the individual stylistic features of the source text.

Strategies to solve problems of equivalence

As has been mentioned above, problems of equivalence occur at various levels, ranging from word to textual level. The equivalence problems emerge due to semantic, socio-cultural, and grammatical differences between the source language and the target language. These three areas of equivalence problems are intertwined with one another. The meaning(s) that a word refers to are culturally bound, and in most cases the meaning(s) of a word can only be understood through its context of use.

Due to semantic, socio-cultural, grammatical differences between the source language and the target language, loss and addition of information in translation cannot be avoided. Basnett-McGuire states that once the principle is accepted that sameness cannot exist between the two languages, it is possible to approach the question of loss and gain in the translation process. Bell suggests a similar point that 'something' is always lost or, one might suggest, gained in the process, and according to Nida, "all types of translation involve 1) loss of information, 2) addition of information, and /or 3) skewing of information". To conform to the stylistic demands and grammatical conventions of the target language, structural adjustment in translation is inevitably needed. These possibilities are expanded below.

Addition of information

Information which is not present in the source language text may be added to the target language text. According to Newmark, information added to the translation is normally cultural (accounting for the differences between SL and TL culture), technical (relating to the topic), or linguistic (explaining wayward use of words). The additional information may be put in the text (i.e. by putting it in brackets) or out of the text (i.e. by using a footnote or annotation). Such additional information is regarded as an extra explanation of culture-specific concepts and is obligatory specification for comprehension purposes. As an example we can see this addition in Uzbek translation ('Futbol koptogini o'ynar bolakay') of 'A Boy Juggling a Soccer Ball' by Christopher Merrill:

mashqlar hadisin olgach, avval o'ng
mo'ngra chap oyoqqa, old-orqa yurib,
yana o'ng oyoqqa, keyin – chapiga,
so'ngra songa olib, son atrofida
to'pni aylantirar chambarak qilib,
oyoq orasiga tushadi koptok

To conclude translatability of poetry, considering one more peculiarity of verse translation, it can be translated according to the research, because if it is not translatable, poets have not been translating those great works into their native languages. In other words each nationality has its own philosophy, and it's natural that it has also untranslatable issues such as cultural.

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CONCEPTUAL METAPHOR THEORY: EXPLORING THE ROLE OF METAPHOR IN CONCEPTUALIZING ABSTRACT CONCEPTS

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Abstract:

We introduce Conceptual Metaphor Theory (CMT) as a framework for enhancing large language models (LLMs) through cognitive prompting in complex reasoning tasks. CMT leverages metaphorical mappings to structure abstract reasoning, improving models' ability to process and explain intricate concepts. By incorporating CMT-based prompts, we guide LLMs toward more structured and human-like reasoning patterns. To evaluate this approach, we compare four native models (Llama3.2, Phi3, Gemma2, and Mistral) against their CMT-augmented counterparts on benchmark tasks spanning domain-specific reasoning, creative insight, and metaphor interpretation. Responses were automatically evaluated using the Llama3.3 70B model. Experimental results indicate that CMT prompting significantly enhances reasoning accuracy, clarity, and metaphorical coherence, outperforming baseline models across all evaluated tasks.

Key words: Conceptual Metaphor Theory, Large Language Models, Prompt Engineering, Benchmark Evaluation, Complex Reasoning.

INTRODUCTION

Integrating insights from Conceptual Metaphor Theory (CMT), which emphasizes understanding abstract concepts through metaphorical mappings from concrete domains, offers a promising approach. By designing prompts to incorporate metaphoric reasoning, LLMs can be guided to tackle complex reasoning tasks more effectively. In this study, we propose a CMT-inspired prompt engineering strategy to enhance the reasoning capabilities of LLMs. We hypothesize that LLMs can generate more coherent, contextually rich, and insightful responses across diverse task categories using CMT-inspired prompts. We evaluate this approach on a benchmark dataset containing 100 tasks from multiple reasoning domains, including domain-specific reasoning, creative insight puzzles, and general problem-solving. Using four advanced LLMs – Llama3.2, Phi3, Gemma2, and Mistral – we rigorously assess the effectiveness of CMT-inspired prompts compared to baseline prompts in terms of accuracy, coherence, and depth of reasoning.

CONCEPTUAL METAPHOR THEORY

CMT is a foundational concept in cognitive science that explores how humans understand and process abstract concepts through metaphoric mappings from more tangible, familiar domains. Introduced by George Lakoff and Mark Johnson CMT posits that metaphors are not merely linguistic devices but cognitive tools deeply embedded in human thought and reasoning. They enable individuals to comprehend complex or abstract ideas by linking them to more accessible and experiential domains. For example, the metaphor “time is money” frames the abstract concept of time using the concrete and familiar framework of financial transactions. Central to CMT is the concept of source domains and target domains, which form the foundation of metaphorical thinking. The source domain represents a familiar, concrete concept grounded in physical experience or everyday life, such as spatial orientation, movement, or physical objects. In contrast, the target domain encapsulates an abstract, intangible idea that is often more challenging to conceptualize directly, such as emotions, time, morality, or complex systems. Through systematic mappings between these domains, specific properties, relationships, or structures from the source domain are transferred to the target domain. These mappings enable individuals to use their intuitive understanding of the source domain to make sense of abstract phenomena in the target domain.

For example, in the metaphor “time is a resource,” the source domain of resources (e.g., money or energy) lends its structure and relationships—such as scarcity, management, or expenditure—to the target domain of time. This allows people to conceptualize time as something that can be “spent,” “saved,” or “wasted,” making an abstract concept more tangible and actionable. Similarly, in the metaphor “knowledge is a journey,” the spatial and physical aspects of a journey—such as paths, destinations, obstacles, and progress—are mapped onto the process of acquiring knowledge, enabling individuals to conceptualize learning

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as a dynamic, goal-oriented activity. These mappings are not arbitrary; they are shaped by embodied experiences and cultural context, which influence how individuals and societies construct and interpret metaphors. The systematic transfer of relationships and properties from source to target domains is what makes metaphors powerful tools for learning, problem-solving, and creativity. By framing unfamiliar or abstract concepts in terms of familiar ones, metaphors provide cognitive shortcuts that reduce complexity, aid memory, and enhance communication.

This central mechanism of CMT highlights the profound role of metaphor in shaping human thought, reasoning, and language. It also serves as the basis for applying CMT to computational systems, where metaphoric mappings can be leveraged to enhance the reasoning capabilities of artificial intelligence, particularly in tasks requiring abstraction and analogical thinking.

CMT has been extensively studied across disciplines, including linguistics, psychology, and education, as a tool for enhancing human learning and problem-solving. Its influence extends to computational applications, where metaphors have been used to structure knowledge representation and reasoning in artificial systems. However, its potential remains underexplored in the realm of large language models, despite their impressive capabilities in generating human-like text.

CMT PROMPTING APPROACH

The CMT prompting approach employs structured metaphorical reasoning through CoT prompting. This method enables LLMs to systematically interpret abstract concepts (target domains) by mapping them to familiar physical experiences (source domains). By structuring the reasoning process step by step, these models emulate human cognitive patterns, enhancing their ability to generate more insightful and contextually relevant responses. The approach is configured within Ollama models, with the configured versions referred to as CMT-Llama3.2, CMT-Phi3, CMT-Gemma, and CMT-Mistral.

Inference Through Source-Target Mappings

The CMT-prompted models leverage systematic source-target mappings to interpret and explain abstract concepts. This process involves identifying a relevant source domain, transferring its properties and relationships to the target domain, and constructing a coherent explanation or solution. These mappings, integrated as CMT-prompts in an LLM-configuration process, enable the models to internalize metaphorical reasoning and apply it dynamically across tasks.

This structured mapping process follows CoT-like approach within the CMT framework, guiding the model step-by-step through conceptual associations to derive logical inferences. By explicitly encoding the reasoning steps that bridge the source and target domains, CMT-prompted models develop a more structured interpretive process, much like CoT enables stepwise problem-solving in mathematical and logical tasks.

Implementation Details

The CMT-prompted models operate with a balanced temperature parameter (temperature=0.7) to ensure a mix of creativity and coherence. The models are preconditioned with a system message that emphasizes their role as cognitive agents employing metaphorical reasoning.

The inclusion of these principles within the configuration process eliminates the need for manually crafting explicit CMT-based prompts for every task. Instead, the models are inherently capable of performing structured metaphorical reasoning, making them versatile for a wide range of applications, including problem-solving, teaching, and interpretation.

CONCLUSION

Conceptual Metaphor Theory (CMT) provides profound insights into how metaphors shape our understanding of abstract concepts. By illustrating the mappings between concrete experiences and abstract ideas, CMT reveals that our cognitive processes are deeply intertwined with metaphorical thinking. This interplay allows individuals to navigate complex notions such as time, emotions, and relationships through more familiar and tangible experiences. For instance, conceptualizing time as money not only clarifies its value but also influences behaviors and attitudes towards time management. Furthermore, CMT underscores the role of metaphors in communication and cultural expression. The metaphors we use reflect our societal values and beliefs, shaping collective understanding and discourse. For example, viewing arguments as war (e.g., "defending a point" or "attacking an opponent") not only frames the nature of debate but also affects interpersonal dynamics and conflict resolution strategies. This indicates that metaphors are not just linguistic embellishments but fundamental cognitive tools that shape our worldview.

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INSON VA BIOSFERA O'RTASIDAGI GLOBAL MUAMMOLARGA SABAB BO'LAYOTGAN MUNOSABATLAR

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Annotatsiya:

Ushbu maqolada hozirgi kundagi eng global muammolardan biri – insonning biosferaga yetkazayotgan salbiy ta'siri haqida fikrlar keltirilgan. Uzoq yillardan buyon dunyoda bo'layotgan iqlimiy o'zgarishlar keng ko'lamda yoritilgan. Muammoga yechimlar ham qisqacha tarzda bayon qilingan.

Kalit so'zlar: biosfera, insoniyat, tabiat, hayot, sifat, atmosfera, gidrosfera, atrof-muhit, ekologiya, Orol dengizi, cho'llashuv.

Inson va biosfera o'rtasidagi munosabatlar – bu o'zaro ta'sir, o'zaro bog'liqlik va o'zaro mas'uliyat munosabatlarini aks ettiradi. Insoniyat o'z faoliyatini biosfera bilan muvozanatda olib borishi, tabiatga ozor yetkazmasligi va kelajak avlodlar uchun barqaror va sog'lom muhitni ta'minlashi zarur. Buning uchun, jamiyatimizning har bir a'zosi o'z mas'uliyatini his qilishi va atrof –muhitni muhofaza qilishda faol ishtirok etishi kerak.

Biosfera – bu Yerning atmosfera, gidrosfera va litosferasining hayot mavjud bo'lgan qismlarini o'z ichiga olgan tirik organizmlar yashaydigan qobig'idir. Inson esa biosferaning bir qismi bo'lib, uning faoliyati biosferaga ham ijobiy, ham salbiy ta'sir ko'rsatadi.

Insonning biosferadagi o'rni:

Inson biosferaning bir qismi bo'lib, uning kelajagi biosferaning holati bilan chambarchas bog'liq. Insoniyat biosferani saqlash va uning barqarorligini ta'minlash uchun mas'uldir. Bu mas'uliyatni amalga oshirish uchun insoniyat quyidagi yo'nalishlarda harakat qilishi kerak:

- Barqaror rivojlanish: Barqaror rivojlanish tamoyillariga amal qilish, iqtisodiy rivojlanishni atrof-muhitni muhofaza qilish bilan muvozanatda olib borish.

- Ekologik ta'lim: Jamiyatning ekologik savodxonligini oshirish, insonlarga atrof-muhitga bo'lgan munosabatini o'zgartirishga yordam berish.

O'tgan asrlardan beri yadro urushlari, global iqtisodiy inqirozlar, epidemiyalar, suv toshqinlari va cho'llanish kabi muammolar bilan kurashib kelinmoqda. Yangi asr boshlanishida ozon qatlamining yemirilishi bu muammolar qatoriga qo'shilib, uning salbiy oqibatlari tobora jiddiy ahamiyat kasb etmoqda.

Ma'lumki, ozon qatlamining asosiy qismi stratosferada, yer yuzidan o'rtacha o'n besh km balandlikda joylashgan. Qutblarda esa bu masofa atigi sakkiz km. Eng muhimi, yigirma km dan yigirma besh km gacha bo'lgan besh km qismida ozonning eng yuqori zichligi kuzatiladi. Ozon tashqi ko'rinishdan katta qatlamni tashkil etsa-da, aslida uning zichligi past. Agar u yer yuzidagi havo kabi zichlashtirilsa, atigi to'rt mm qalinlikdagi yupqa plyonka hosil bo'lishi mumkin.

So'nggi yigirma besh yil ichida odamlarda teri saratoni, ko'z kasalliklari va immun tizimining zaiflashuvi kabi kasalliklar ko'payganligi kuzatilmoqda. Bundan tashqari, o'simliklar va hayvonot olamida ham sezilarli salbiy o'zgarishlar ro'y bermoqda. Ayniqsa, qishloq xo'jaligida hosildorlik pasaygan. Kislorod manbai bo'lgan daraxtlarning barglari kichrayib, fotosintez jarayoni qiyinlashmoqda. Bularning barchasiga ozon qatlamidagi teshiklar sabab bo'lmoqda, chunki ozon Yer atmosferasining bir qismi bo'lib, uni quyoshning zararli ultrabinafsha nurlaridan himoya qiladi.

Shu nuqtayi nazardan, O'zbekiston misolida quyidagi ishlar amalga oshirilishi taklifini bildiraman:

Maktabgacha ta'lim muassasalaridan tortib Oliy ta'limning yuqori bosqichigacha ekologiya, jumladan ozon qatlamini muhofaza qilishga doir dars va mashg'ulotlarni yo'lga qo'yish;

OAV va media makonni ekologik muammolar hamda ularni bartaraf etishga oid sifatli kontentlar bilan boyitish;

Respublika bo'ylab har oy eng kamida bir marta "Avtomobilsiz kun" aksiyalarini o'tkazish;

"Yashil O'zbekiston-2040" konsepsiyasini ishlab chiqish;

Ekologik muammolar keltirib chiqarayotgan yuridik va jismoniy shaxslarga javobgarlikni kuchaytirish;

Ekologik toza va energiya tejankor korxona va zavodlar faoliyatini rag'batlantirish;

Hududlarda jahon, xususan Finlyandiya davlati tajribasidan kelib chiqib velosiped yo'laklarini bunyod etish va boshqalar.

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Inson faoliyatining salbiy oqibatlari quyidagicha namoyon bo'ladi:

Sanoat va boshqa inson faoliyati tufayli atmosferaga ko'plab issiqxona gazlarining chiqarilishi global isish, qurg'oqchilik, suv toshqini va dengiz sathining ko'tarilishi kabi oqibatlarga olib keladigan iqlim o'zgarishiga sabab bo'ladi. O'rmonlarning kesilishi (deforestatsiya) ekotizimlarning barqarorligini buzadi, biologik xilma-xillikni kamaytiradi, tuproq eroziyasini kuchaytiradi va iqlim o'zgarishini tezlashtiradi.

Sanoat, qishloq xo'jaligi va maishiy chiqindilarning suv havzalariga tushishi natijasida ichimlik suvi ta'minotida muammolar yuzaga keladi va suv ekotizimlariga zarar yetadi.

Sanoat chiqindilari, kimyoviy o'g'itlar va pestitsidlardan foydalanish tuproqning ifloslanishiga olib keladi, bu esa hosildorlikning pasayishiga va tuproq ekotizimlarining buzilishiga sabab bo'ladi. Sanoat, transport va boshqa manbalardan atmosferaga zararli moddalarning chiqarilishi havo ifloslanishiga olib keladi, bu esa inson salomatligiga zarar yetkazadi va ekotizimlarga salbiy ta'sir ko'rsatadi.

Inson faoliyati natijasida o'simlik va hayvonot dunyosining ko'plab turlari yo'qolib ketish arafasida turibdi, yashash muhitining buzilishi biologik xilma-xillikning kamayishiga olib kelmoqda.

Inson faoliyati natijasida hosil bo'ladigan doimiy chiqindilar, ayniqsa plastic chiqindilar, atrof-muhitni ifloslantiradi va ekotizimlarning buzilishiga sabab bo'ladi.

Shu qatoriga dengiz va suv avzalarining bulg'anishi, o'rmon maydonlarining tobora qisqarishi, atmosfera ozon qatlamining yo'qolib borishi kabilar kiradi. Xatarli kimyoviy moddalarning haddan tashqari ko'p ishlatilishi natijasida qishloq xo'jaligida ekin ekiladigan yerlarning katta qismi yaroqsiz holatga kelish xavfi kuchaydi. O'zbekistonda qishloq xo'jaligi sohasida texnokratik siyosat yuritilishi oqibatida Orol dengizi suvi kamayib, g'oyat mushkul ekologik muammolarni keltirib chiqardi. Global muammolarga qarshi kurashda jahon hamjamiyatini birlashtirish muhim ahamiyat kasb etadi.

Xulosa sifatida shuni anglash mumkinki, global muammo – ozon qatlamini himoya qilish barchamiz uchun oldimizdagi nihoyatda muhim bo'lgan vazifa. Ushbu vazifani ortga surish, befarqlik yoki uni shu bugun amalga oshirmaslik ona sayyoramizni halokatga mahkum etish bilan barobardir. Ushbu zararlarni kamaytirish uchun insoniyat barqaror rivojlanish tamoyillariga asoslangan holda ekologik jihatdan mas'uliyatli bo'lishi, resurslardan oqilona foydalanishi, chiqindilarni kamaytirishi va atrof-muhitni muhofaza qilishga qaratilgan texnologiyalarni qo'llashi zarur.

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TOVUSHLARNING NUTQ JARAYONIDA O'ZGARISHI

D. Kenjayeva ¹*Annotatsiya:*

Ushbu maqolada tovushlarning nutq jarayonida o'zgarishi masalasi fonetik va fonologik nuqtayi nazardan tahlil qilinadi. Til tizimida tovushlar doimiy va barqaror birliklar bo'lishiga qaramay, real nutq jarayonida turli ta'sirlar natijasida o'zgarishga uchraydi. Bu o'zgarishlar, asosan, assimilatsiya, dissimilatsiya, eliziya, epenteza kabi fonetik hodisalar orqali yuzaga keladi. Maqolada ushbu hodisalarning mohiyati, turlari va nutqning fonetik tuzilishiga ta'siri ilmiy-nazariy yondashuv asosida yoritiladi.

Kalit so'zlar: Fonetik o'zgarishlar, assimilatsiya, dissimilatsiya, eliziya, epenteza, metateza, reduksiya, talaffuz, fonetika, tovush ortishi, tilshunoslik, tovush tushib qolishi, til rivojlanishi.

Til insonning asosiy aloqa vositasi bo'lib, nutq jarayonida so'zlarni to'g'ri va aniq talaffuz qilish muhim ahamiyat kasb etadi. Ammo amaliy nutqda so'zlarning talaffuzi ba'zan o'zgarishga uchraydi. Bu o'zgarishlar fonetik qonuniyatlar asosida sodir bo'lib, insonning talaffuz qulayligi, nutqning tezligi va tilning rivojlanish jarayoni bilan bog'liq. Ushbu maqolada tovushlarning nutq jarayonida qanday o'zgarishi, ularning turlari va sabablari haqida so'z yuritiladi. Til tabiiy hodisa sifatida doimiy rivojlanishda bo'lib, u turli ichki va tashqi omillar ta'sirida o'zgarishga uchraydi. Nutq faoliyati jarayonida tovushlarning o'zgarishi muhim fonetik hodisalardan biri hisoblanadi. Tovushlarning real talaffuzdagi o'zgarishlari fonetik qonuniyatlarga asoslangan bo'lib, ular tilning umumiy rivojlanish jarayoni bilan chambarchas bog'liq. Ushbu maqolada tovushlarning nutq jarayonida o'zgarish mexanizmlari, asosiy fonetik hodisalar va ularning fonologik tizimdagi o'rni tahlil qilinadi.

1. Tovushlarning o'zgarishiga ta'sir etuvchi omillar

Nutq jarayonida tovushlarning o'zgarishiga quyidagi omillar sabab bo'ladi: [1]

1. Fonetik muhit – tovushning atrofidagi boshqa tovushlar ta'sirida o'zgarishi.

2. Talaffuz qulayligi – og'iz va til harakatlarining yengillashishi uchun ba'zi tovushlarning tushib qolishi yoki almashishi.

3. Leksik va morfologik tuzilish – so'zlarning tuzilishi va ularning o'zaro bog'lanish usullari.

4. Dialekt va shevalar ta'siri – mintaqaviy talaffuz xususiyatlari.

5. Emotsional va ekspressiv nutq – nutq sur'ati va uslubining tovush o'zgarishlariga ta'siri.

2. Tovushlarning o'zgarish turlari

Tovush o'zgarishlari turli shakllarda namoyon bo'ladi. Quyida asosiy fonetik hodisalar ko'rib chiqiladi:

2.1. Assimilatsiya (o'xshashish)

Assimilatsiya – nutq jarayonida tovushlarning bir-biriga ta'sir qilib, o'zaro o'xshashlashish hodisasi. Bu jarayon fonetik muhitga bog'liq holda yuzaga keladi.

U quyidagi turlarga bo'linadi:

• Progressiv assimilatsiya – oldingi tovush keyingisiga ta'sir qiladi. Masalan, “kitob+chi” → “kitopchi”.

• Regressiv assimilatsiya – keyingi tovush oldingisiga ta'sir qiladi. Masalan, “qiz+cha” → “qisssha”.

• O'zaro assimilatsiya – yonma-yon kelgan tovushlar bir-biriga ta'sir ko'rsatib, o'zgaradi.

2.2. Dissimilatsiya (farqlanish)

Dissimilatsiya – bir xil yoki o'xshash tovushlarning farqlanishi jarayoni. Bu hodisa talaffuzni yengillashtirish maqsadida yuzaga keladi. Masalan:

“lola-lola” so'z birikmasi ayrim shevalarda “lora-lola” shaklida talaffuz qilinishi mumkin.

Bu hodisa tovushlarning o'zaro ta'sirida ularning farqlanishi bilan bog'liq. Masalan, “lab-lab” emas, “lab-dab” tarzida talaffuz qilinishi.

2.3. Eliziya (tovush tushib qolishi)

Eliziya – nutq jarayonida tovushning tushib qolishi hodisasidir. Odatda bu jarayon tez gapirilganda yoki talaffuzni qulaylashtirish maqsadida sodir bo'ladi. Masalan:

“bo'libdi” so'zi tez talaffuz qilganda “bo'ldi” shakliga o'tishi mumkin. Ba'zan tezkor nutq jarayonida talaffuz yengilligi uchun ayrim tovushlar tushib qoladi. Masalan, “bo'lmaydi” so'zi og'zaki nutqda “bomaydi” shaklida ishlatilishi.

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2.4. Epenteza (qo'shimcha tovush paydo bo'lishi)

Epenteza – so'z tarkibida qo'shimcha tovush paydo bo'lishi jarayoni. Masalan:

“qovoq” so'zi ba'zan “qovuq” tarzida talaffuz qilinadi.

Nutq qulayligini ta'minlash uchun ba'zan so'z tarkibiga qo'shimcha tovushlar kiritiladi. Masalan, “qulupnay” so'zining ba'zi talaffuz variantlarida “qulubnay” shakli uchraydi.

2.5. Metateza (tovushlarning joy almashtirishi)

Metateza – so'z tarkibidagi tovushlarning o'rin almashishi. Masalan:

“to'rt” so'zi ayrim shevalarda “turt” shaklida talaffuz qilinishi.

2.6 Reduksiya (tovushlarning zaiflashishi)

Reduksiya – nutq jarayonida ayrim tovushlarning zaiflashib, noaniq talaffuz qilinishi hodisasidir.

Masalan:

“kitob” so'zi tez gapirilganda “ktob” tarzida eshutilishi mumkin.

Bu hodisa tovushlarning o'rnini almashtirishi bilan bog'liq [4]. Masalan, ba'zi shevalarda “sovuq” so'zi “sovuq” emas, “soquv” tarzida talaffuz qilinadi.

Tovush o'zgarishlarining sabablari [3]. Tovush o'zgarishlari turli omillar ta'sirida yuzaga keladi. Eng muhim sabablari quyidagilardan iborat:

1. Talaffuz qulayligi – odamlar nutqni tez va oson talaffuz qilishga intiladi, shu sababli tovushlar o'zgaradi.

2. Til rivojlanishi – tilning rivojlanish jarayonida tovush o'zgarishlari tabiiy hodisa hisoblanadi.

3. Sheva va lahjalar ta'siri – turli hududlardagi lahjalar tovush o'zgarishlariga olib kelishi mumkin.

4. O'zlashgan so'zlar – boshqa tillardan olingan so'zlar o'zbek tilining talaffuz qoidalariga moslashadi.

Masalan, “telefon” ba'zan “tilfon” shaklida talaffuz qilinishi.

3. Nutq jarayonida tovush o'zgarishlarining ahamiyati

Tovushlarning nutq jarayonida o'zgarishi tilning rivojlanishida muhim ahamiyat kasb etadi. U quyidagi jihatlardan dolzarbdir:

- Talaffuzni osonlashtiradi – inson nutqi doimiy harakatda bo'lib, talaffuz qulayligi til evolyutsiyasining asosiy omillaridan biridir.

- Dialektal va lahjaviy farqlarni yuzaga keltiradi – turli hududlarda tovush o'zgarishlari natijasida sheva va dialektlar shakllanadi.

- Til tizimidagi fonetik qonuniyatlarni aniqlashga yordam beradi – fonologik tadqiqotlar uchun tovushlarning o'zgarish jarayonlarini o'rganish muhimdir.

Tovushlarning nutq jarayonida o'zgarishi tabiiy fonetik hodisa bo'lib, tilning rivojlanishi, talaffuz qulayligi va nutq jarayonining tabiiy kechishida muhim o'rin tutadi. [3] Ushbu maqolada asosiy fonetik hodisalar – assimilyatsiya, dissimilyatsiya, eliziya, epenteza va metateza kabi o'zgarishlar yoritilib, ularning til tizimidagi roli tahlil qilindi.

Natijalar shuni ko'rsatadiki, tovushlarning o'zgarishi nafaqat nutq ravonligini ta'minlashga, balki tilning evolyutsion rivojlanishiga ham bevosita ta'sir qiladi.

Tilshunoslik va fonetika sohasida ushbu masalaning chuqur o'rganilishi kelajakda yanada mukammal fonologik tadqiqotlar olib borishga zamin yaratadi. Tovushlarning nutq jarayonida o'zgarishi tilning tabiiy qonuniyatlaridan biri bo'lib, insonning talaffuz qulayligini ta'minlash, nutqning tezligini oshirish va tilning rivojlanishiga xizmat qiladi. Assimilyatsiya, dissimilyatsiya, eliziya, epenteza, metateza va reduksiya kabi fonetik hodisalar ushbu jarayonda muhim o'rin tutadi. Tovush o'zgarishlari natijasida so'zlar talaffuz jihatdan qulaylashadi va til yanada mukammallashadi. Shu bois bu hodisalar tilshunoslik nuqtayi nazaridan ham, amaliy nutqda ham katta ahamiyatga ega.

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SHEVAGA XOS SO'ZLARNING MADANIY QADRIYATI

G. Habibova ¹*Annotatsiya:*

Mazkur maqolada shevga xos so'zlarning madaniy qadriyati, ularning xalq tarixi, turmush tarzi va madaniyatidagi o'rni keng tahlil qilingan. Sheva va lahjalarning tilshunoslikning dialektologiya sohasi orqali o'rganilishi, ularning fonetik, grammatik va leksik xususiyatlari haqida ma'lumotlar keltirilgan. Maqolada o'zbek shevalarining rivojlanishi va o'rganilishi ayrim professor olimlarning tasnifi orqali yoritilib berilgan.

Kalit so'zlar: sheva, dialekt, til boyligi, dialektologiya, sheva va adabiy til, lahjalar, olimlar tasnifi, o'zbek til shevalari, Borovkov tasnifi.

Har bir xalqning urf-odati, madaniyati va turmush tarzini uning tili orqali bilib olish mumkin. Tilning boy qatlamlaridan biri esa bu – shevalardir. Shevaga xos so'zlar o'zida xalqning tarixi, turmush tarzi va madaniy qadriyatlarini o'zida saqlab keladi. Shevalar va lahjalar tilshunoslikning dialektologiya sohasida o'rganiladi. Dialektologiya har bir shevalarning fonetik va grammatik xususiyatlarini, uning shakllanish va tarqalish chegaralarini o'rganadigan tilshunoslik bo'limidir [1:3].

Shevaga xos so'zlarning madaniy qadriyati xalqning o'tmishi, an'analari va dunyoqarashi bilan chambarchas bog'liqdir. Shevaga xos so'zlar har bir til madaniy merosining asosi hisoblanadi. O'zbek ilmiy adabiyotlarida sheva, lahja va dialekt atamaları turlicha ma'noda qo'llanilib kelmoqda. Bu atamalarning ma'nosi ham har xil emas, chunki o'zaro ba'zi farqlarga ega bo'lgan shevalar birlashib, lahjani tashkil qiladi. Dialekt atamasi esa keng va tor ma'noda qo'llaniladi. Bu jihatdan "lahja" atamasi ham "dialekt" ga teng keladi [2:7].

Sheva atamasi fors tilidan kelib chiqqan bo'lib, "ovoz", "til" va "so'zlashish" kabi ma'nolarni anglatadi va biror bir tilning o'ziga xos fonetik, grammatik va leksik xususiyatiga ega bo'lgan eng kichik qismidir. Shevalar asosan qishloq va mahalliy aholi o'rtasida ko'p uchraydi va adabiy tilga nisbatan an'anaviyroq hisoblanadi. Lahja esa ana shu xususiyatlarni o'zida birlashtiruvchi shevalar yig'indisidir. Adabiy tildan o'zining ba'zi bir xususiyatlari bilan farqlanadigan biror umummilliy tilning yirikroq bo'lagi dialekt deb yuritiladi. U tilning eng kichik bo'lagi sanalgan shevalarning bir qanchasini o'z ichiga oladi, ya'ni u shevalar yig'indisidan tashkil topgan [3:30].

Shevaga xos so'zlar badiiy adabiyotda keng qo'llaniladi. Ular asar voqelari, qahramonlari va ularning yashash muhitini yanada real tasvirini gavdalantirishda ishlatiladi. Asarning muhitini yanada aniqroq qiladi. Masalan, qishloq hayotini tasvirlashda o'sha hududgagina tegishli bo'lgan va aholi o'rtasida an'ana tarziga kirgan so'zlardan foydalanish asarga o'zgacha atmosfera va rang-baranglik qo'shadi. Shuningdek, ular o'quvchini yanada tassavurini kengroq qiladi va o'quvchi o'zini o'sha muhitda his qilishiga yordam beradi.

O'zbek tili shevalarining asosiy xususiyatlarini yaxshi bilish o'qituvchilar, ayniqsa ona tili o'qituvchilari uchun juda zarur hisoblanadi. Hozirgi kunda sheva xususiyatlari adabiy til ta'sirida juda tez birlashib, tekislanib borayotganiga qaramay, bu xususiyat faqat qishloqlarda emas, balki shaharlarda ham ma'lum darajada saqlanib turibdi. Shu sababli o'quvchilar nutqida va yozuvida uchraydigan xatolar aynan sheva ta'sirida bo'lmoqda. Shuning uchun o'qituvchilar, ayniqsa ona tili va boshlang'ich sinf o'qituvchilari adabiy til me'yorlarini yaxshi bilishi va bu me'yorlarni o'quvchilarga o'rgatishi lozimdir [4:23].

XX asrgacha shevalarimiz turli turli nuqtayi nazarlardan o'rganilgan bo'lsa, XX asrning boshlarida esa ular ilmiy-nazariy, ilmiy-amaliy asoslarda o'rganilib, o'sha vaqt uchun qimmatli bo'lgan tasniflar amalga oshirilgan. Shuning uchun ham ko'plar professor olimlar tomonidan shevalarimizni tasnif qilish bo'yicha olib borilgan ishlarni shevalarimizning mamlakatimiz va qo'shni davlatlarning hududlarida joylashishi jihatdan tasnifiga misol qilib aytish mumkin. Masalan, professor A.K.Borovkov o'zi to'plab o'rgangan materiallari asosida o'zbek shevalarini quyidagicha ikkita guruhga bo'lib tasnif qilgan: 1) o – lovchi shevalar; 2) a – lovchi shevalar. O – lovchi guruhiga shahar shevalari va ular atrofidagi tumanlardagi shevalar kiradi. A – lovchi guruh shevalariga esa singarmonizmni saqlagan shevalarni kiritib, uni ikkiga ajratadi: 1) y-lovchi shevalar ; 2) dj-lovchi shevalar [5:5].

Xulosa qilib aytganda, shevaga xos so'zlar tilning madaniy qadriyatlarini saqlab qoluvchi muhim vositadir. Adabiy til xalq shevlaaridan o'ziga kuch oladi, chunki sheva bo'lmasa adabiy tilimizning kelaajagi bo'lmaydi. Bugungi kundagi globallashuv jarayonida shevaga xos so'zlarni saqlash va rivojlantirish muhim

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ahamiyatga ega bo'lib, yosh avlodga milliy madaniyatni tanitishda katta rol o'ynaydi. Shu sababli shevaga xos so'zlarni ilmiy asosda o'rganish va ularni avlodidan-avlodga yetkazish kerak. Bu bizning tariximiz va madaniy boyligimizni asrab-avaylashga xizmat qiladi.

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GLOBALLASHUVNING INGLIZ TILIGA TA'SIRI

*D. Avloqulova*¹

Annotatsiya:

Ushbu maqolada hozirgi kunda globallashuvning ingliz tiliga qanchalik ta'sir ko'rsatayotgani, ingliz tili kommunikatsiya vositasiga aylangani va xalqaro til sifatida shakllanganligi haqida so'z boradi. Bundan tashqari, ingliz tili lug'at tarkibining boyishi, ushbu tildan foydalanish jarayonida talaffuz va grammatik jihatdan o'zgartirishlar kiritilishi va shu bilan birgalikda ingliz tilining boshqa tillarga ta'siri yoritib beriladi.

Kalit so'zlar: globallashuv, xalqaro til, kommunikatsiya, madaniy ta'sir, umumiy aloqa tili, yangi so'zlar.

Til-ijtimoiy hodisa hisoblanadi. Dunyodagi barcha millatlar o'z tillariga ega va odamlar bir-birlari bilan suhbatlashish va bir-birlarini tushunish uchun tildan foydalanishadi. Shuningdek, jamiyatning quroli til hisoblanadi. Til haqida so'z borganda "globallashuv" tushunchasini keltirib o'tish joiz. Globallashuv bu dunyo mamlakatlari, xalqlari va madaniyatlari o'rtasidagi o'zaro bog'liqlikning ortib borish jarayonidir. Bu jarayon natijasida tillarda turli xil grammatik o'zgarishlar kiritilishi, yangi so'zlar paydo bo'lishi kabi holatlar kuzatilmoqda, bu esa o'z navbatida lingvistik chegaraning yo'qolishiga sabab bo'ladi. Ingliz tili asosiy xalqaro kommunikatsiya tili sifatida shakllangan desak adashmagan bo'lamiz, albatta. Va bu tilga boshqa xorijiy tillardan yangi so'zlar ham kirib kelgan.

Avvalo, ingliz tilidagi so'zlar haqida gap ketganda, o'zi ingliz tilida qancha so'zlar mavjud degan savol tug'ilishi tabiiy hol. Shu savolga javob sifatida keltirib o'tish mumkinki, ingliz tilida jami nechta so'z borligini aniq aytish qiyin, negaki til doimiy ravishda rivojlanadi va uning tarkibi o'zgaradi va unga bir qancha yangi so'zlar qo'shilib, tildagi so'zlarning soni ortib boraveradi. Biroq jami so'zlar haqida taxminiy raqamlarni ham ko'rib chiqish mumkin: Oxford English Dictionary (OED) da keltirilgan ma'lumotlarga ko'ra, ingliz tilida 600,000 dan ortiq so'zlar mavjud bo'lib, bu sonlar tarixiy va deyarli muomaladan chiqqan so'zlarni ham o'z ichiga oladi. Lekin ingliz tilidagi so'zlar har qaysi manbada har xil keltirib o'tilgan. Masalan, yuqorida keltirib o'tilgan Oxford English Dictionary lug'atida 600,000 dan ortiq deyilgan bo'lsa, Merriam-Webster lug'atida bugungi kunga qadar mavjud bo'lgan so'zlar jamlanmasi 470,000 atrofida ekanligi qayd etilgan. Bu raqamlar bilan bog'liq ma'lumotlarni yanada kengaytiradigan bo'lsak, Cambridge va Collins lug'atlariga tayanishimiz joiz. Ushbu manbada yuqoridagi raqamlar keskin qisqarganini ko'rishimiz mumkin va buning sababi ular faqat kundalik hayotda ishlatiladigan so'zlarni hisoblash chiqishlaridadir.

Bugungi kunda globallashuv natijasida ingliz tilidagi o'zgarishlar haqida fikr yuritar ekanmiz, globallashuv tufayli ingliz tilidagi lug'atlarning kengayishi ya'ni ushbu tilga boshqa xorijiy tillardan ham yangi so'zlar qo'shilishini aytib o'tish maqsadga muvofiq. Masalan, "deepfake" so'zini oladigan bo'lsak, bu so'z tarkibida 2 asos ya'ni mustaqil ma'no anglatuvchi so'zlar mavjud. Izohtirish, "deep" so'zining asl ma'nosi "chuqur" ya'ni "deep learning" iborasi "chuqur o'rganish" ma'nosida qo'llaniladi, "fake" so'zi esa "soxta" ma'nosini anglatadi. Bular ingliz tilining o'zidan olingan yangi so'zlardir. Boshqa tillar bilan aloqasiga to'xtalib o'tsak, fransuz tilidan ingliz tiliga juda so'zlar kirib kelgan. Siz ko'p eshitgan va yod bo'lib ketgan fashion, government, salad, restaurant, opera kabi so'zlar aslida fransuz tilidagi so'zlar hisoblanadi. Bu so'zlar 1066-yildagi Norman bosqini natijasida fransuz tili ingliz tiliga ta'sir ko'rsatishi oqibatida paydo bo'lgan. Bu mavzuda yapon va xitoy tillari ham chetda qolmaydi. Yapon va xitoy tillaridan ingliz tiliga, asosan, texnologiya, iqtisod va madaniyat bilan bog'liq so'zlar kirib kelgan. Yangi so'zlar qo'shilishi jarayoni faqat ingliz tilida emas, balki o'zbek tilida ham yuz beradi ya'ni bunda marketing va startup kabi biznes bilan bog'liq so'zlar bilan yuzlashamiz. Bu esa ingliz tilining o'zbek tiliga ko'rsatayotgan madaniy ta'sirining yaqqol namunasidir.

Globalizatsiya va texnologiyalarning rivojlanishi natijasi ingliz tili yuqori mavqega ega bo'ldi va hozirgi kunda ingliz tiliga bo'lgan ehtiyoj, xohish kundan kunga ko'payib bormoqda. Hattoki, ingliz tili ba'zi millat vakillari orasida va bir qancha davlatlarda umumiy aloqa tili sifatida shakllanishga ham ulgurdi desak, adashmagan bo'lamiz. Hozirda xalqaro tashkilotlar, bir qancha kompaniyalar hujjatlari va ko'plab jurnallar ingliz tilida olib borilmoqda. Globalizatsiya natijasida ingliz tilida sodir bo'lgan o'zgarishlarni jamlab aytadigan bo'lsak, ingliz tiliga bo'lgan talab keskin oshdi ko'plab davlatlarda ushbu til ikkinchi til yoki asosiy kommunikatsiya tili sifatida ham shakllanishga ulgurdi. Bir qancha brendlar va kompaniya nomlari ingliz tilida yuritilishi aholi orasida ingliz tiliga bo'lgan qiziqishni yanada uyg'otdi va e'tibor qaratadigan joyi, avvalgi holatga nisbatan so'nggi yillarda odamlar

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ingliz tilidagi so'zlarni talaffuz qilishda qiyinchiliklarga duch kelishmayapti va bu ular ingliz tilini o'zlarining ikkinchi tillari sifatida qabul qilishgandek go'yo.

Xulosa qilib aytganda, globalizatsiya jarayoni ingliz tiliga kuchli ta'sir ko'rsatdi. Unga ko'ra, ingliz tili bir qancha xorijiy tillardan yangi so'zlar qabul qildi va o'z so'z boyligini yanada kengaytirdi, oqibatda unda grammatik o'zgarishlar paydo bo'ldi va shu bilan birgalikda u boshqa tillarga o'zining ta'sirini ko'rsatibgina qolmay bir qancha davlatlarda ikkinchi til sifatida shakllanishga ham ulgurdi. Kelgusi yillarda ham globallashuv natijasida ingliz tili yanada kuchayadi uning mavqei yuqori pog'onalarga ko'tarilishda davom etadi.

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TIL TARIXI VA TARAQQIYOTI

M. Abdunaimova ¹*Annotatsiya:*

Ushbu maqolada tillarning kelib chiqishi, paydo bo'lishi, rivojlanishi, odamlar orasiga keng tarqalishi va til taraqqiyotida qo'shni xalqlar o'rtasidagi turli munosabatlar haqida ma'lumot berib o'tilgan. Shuningdek tillar hamkorligi va tillarning chatishuvi masalalariga ham alohida e'tibor qaratilib, so'z o'zlashtirish va grammatik tizimga ta'sir jihatidan ularning farqlari tushuntiriladi.

Kalit so'zlar: tilning paydo bo'lishi, tilning tarixi, Yunoniston faylasuflarining til haqidagi g'oyalari, til va nutq o'rtasidagi munosabatlar.

Dastavval tillarning rivojlanishi haqida bilishdan oldin til nima ma'no angaltishi va foydalanishini bilishimiz lozim. Til kishilar o'rtasidagi munosabatning eng muhim quroli bo'lib, jamiyat taraqqiyoti jarayonida shakllangan va umum insoniy manfaatlarni ifoda etadi. Tilning paydo bo'lishi va rivojlanishi insoniyat jamiyati bilan mustahkam bog'liq. Til insoniyat tarixi qadar qadimiylidir. Xalq qardosh qabilalar ittifoqi sifatida shakllangan murakkab tarixiy uyushmadir. Xalqning asosiy belgilari: umumiy til, umumiy hudud, madaniyat va ma'naviyat muhitning umumiylikidir. Xalqning asosiy belgilaridan biri bo'lgan milliy til o'zaro farqlanuvchi, yetakchi, iqtisodiy va madaniy markaz tili sifatida namoyon bo'ladi. Tilning paydo bo'lishi masalasi insoniyatni qadimdan qiziqtirib keladi. Tilning paydo bo'lishi juda murakkabdir. Bu masala faqat tilshunoslikning emas, boshqa ko'p fanlarning: antropologiya, psixologiya va etnografiya kabi fanlarning ham o'rganish obyektidir. Tilning paydo bo'lishi masalasi – til qachon va qayerda paydo bo'lgan, dastlab nechta til bo'lgan, u yoki bu tillar qanday tuzilishda bo'lgan va shu kabi savollarga hali ilmiy asoslangan mukammal javob topilgan emas. Ba'zi olimlarning fikricha, til taxminan besh yuz ming yillar ilgari paydo bo'lgan [2;25].

Qadimgi Yunonistonda faylasuflar tilni qay tarzda kelib chiqqanligi ustida uzoq davr qizg'in bahs yuritganlar. Tilshunoslik tarixidan ma'lumki, bu masalada grek faylasuflari bir-biriga zid ikki xil farazni o'rta tashlagan. Demokrit va boshqalar (asrimizgacha bo'lgan 460-370-yillar) tilda narsa nomi bilan narsa orasida hech qanday bog'lanish yo'q, bu nomlar mazkur tilda gaplashuvchi odamlar tomonidan yaratilgan, demak, til inson tomonidan yaratilgan, degan fikmi ilgari surishgan. Bu guruh olimlar anomalistlar deb nom olgan. Platon boshliq boshqa bir guruh olimlar (asrimizgacha bo'lgan 427-347-yillar) narsa bilan uning nomi orasida muayyan bog'lanish bor. Bu bog'lanish narsalarning xususiyatlaridan, tabiatidan kelib chiqqan va bu bog'lanish ilohiy kuch tomonidan o'rnatilgan, degan fikmi ilgari surishgan. Tarixda bu oqim analogistlar deb nom olgan. Hozirgi tilshunoslik nuqtai nazaridan qaralsa, narsalar bilan ularning nomi orasida, umuman olganda hech qanday bog'lanish yo'q. Bu ko'pchilik olimlar tomonidan qayd etilgan. Chunki narsa bilan uning nomi orasida bog'liqlik bo'lganda tillarning soni 5000 dan ortib ketmasdi [3;43].

Til va nutq o'rtasidagi munosabatlarni o'rganish hozirgi zamon tilshunosligining eng muhim vazifalaridan biridir. Bu masala alohida "bir milliy" tilni yoki umuman tillarni nazariy ta'riflashdagi boshlang'ich nuqtadir. Til va nutq hodisalarini farqlash aksariyat tilshunoslar tomonidan tan olinadi, ammo ularning mohiyatini, chegarasini aniqlash mezonlari haqidagi fikrlar turli-tuman. I de Sossyur til va nutqni nutq faoliyatining ikki ajralmas bo'lagi deb hisoblab, ularni "Bir paytning o'zida fizik, fiziologik va psixik, bundan tashqari, individual va ijtimoiy munosabatlarga daxldor" jarayonlar deb ta'riflagan edi. Til, Sossyurning fikricha, u ilk faoliyatining ijtimoiy va psixik tomonlaridir, nutq esa uning individual va psixofizik tomonlari yoki "Odamlar nimani gapirsa, o'shalarning yig'indisidir". Til faoliyat mahsuli emas, balki faoliyatning o'zidir" degan g'oyani ilgari surgan V.fon Gumboldt dan farqli o'laroq, Sossyur "Til faoliyat emas, balki so'zlovchi tomonidan passiv qayd qilinadigan tayyor mahsulot, nutq mahsulidir" deydi. Uning ta'kidlashicha, "Tilning voqeligi, o'z tabiatiga ko'ra nutqqa nisbatan kam emas.

L. I.Smirnitskiy til va nutq munosabatlarini tahlil qilar ekan, intiqiy faoliyat tushunchasini chetlab o'tadi, ammo u Sossyurga qaraganda umumiy insoniyat nutqi tushunchasiga ko'proq mazmun bag'ishlashga harakat qiladi. Jumladan, olim nutq quyidagi shakllarda mavjudligini alohida ta'kidlaydi:

- tashqi tovushli belgili og'zaki nutq;
- tashqi grafik belgili yozma nutq;
- hech qanday real belgilarga ega bo'lmagan botiniy nutq.

¹ Mexribon Abdunaimova, SamDCHTI talabasi

A.I.Smimitskiyning fikricha, nutqning og'zaki va yozma shakllarda mavjud bo'lishi uning obyektiv tomonini tashkil etadi va ular tashqi nutqqa tegishli bo'ladi, ichki nutq esa faqat subyektiv shaklda mavjud bo'ladi va tafakkurdagi fikmi ifodalaydi. Shuningdek, "Inson nutqi son-sanoqsiz va cheklanmagan miqdordagi turli tuman nutqiy harakatlar natijasidir" va uning turlicha ko'rinishida aynan bir xil komponentlar va bu komponentlarning qo'llanishidagi qonuniyatlari aniqlanadi. Turlicha nutq bo'laklarining majmuasi va bu komponentlarning ishlatilishi to'g'risidagi qonuniyatlari va qoidalar umumiylikda muayyan bir sistemani tashkil qiladi, ya'ni o'zaro bir-birlariga bog'langan birliklar majmuasini va ular orasidagi munosabatlarni hosil qiladi. Birliklarning bunday tizimi tildir. Olimning fikricha, nutq umuman olganda "tadqiqot uchun xom materialdir", til esa bu "materialga asoslangan tadqiqot predmetidir" [1;15].

Til taraqqiyotida qo'shni xalqlar o'rtasidagi turli munosabatlar, savdo-sotiq, madaniy aloqalar, urushlar o'z ta'sirini qoldiradi. Bunday hodisalar ba'zi tillarda ko'proq, ba'zilarida esa kamroq aks etadi. Masalan, hozirgi zamon ingliz tili lug'at boyligining faqat 30% ga yaqin sof ingliz tiliga oid, qolganlari roman va sharq tillaridan kirgan so'zlardir. Tillarning bunday munosabatlari tillar hamkorligi deyiladi. Tillar hamkorligida tillarning chatishuviga odatda katta ahamiyat beriladi. Ba'zi olimlarning fikricha, har qanday hamkorlik ham tillar chatishuviga kiravermaydi. Masalan, bir tildan ikkinchi tilga so'z o'zlashtirilishi tillar chatishuviga kirmaydi, chunki o'zlashtirilgan so'zlar tilning grammatik ko'rinishiga o'z ta'sirini o'tkazmaydi: arab tilidan o'zbek tiliga o'zlashtirilgan so'zlar bunga yaxshi misol bo'la oladi.

Xulosa qilib shuni aytishimiz mumkinki, dunyo tillarining paydo bo'lishi bir necha yillar ilgari ajdodlarimiz davrida paydo bo'lgan va hozirgacha takomillashib borayotgan deb tushunamiz. Yunoniston faylasuflari va Smimitskiyning til tarixi haqidagi g'oyalari haqida kerakli ma'lumotlar berdik.

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HOJIAKBAR SHAYXOV VA REY BREDBERI BADIY OLAMI ADABIY TAHLIL VA QIYOSIY TAHLIL

G. Xudayberdiyeva ¹*Annotatsiya:*

Mazkur tezisda Hojiakbar Shayxov va Rey Bredberining badiiy olami qiyosiy tahlil qilinadi. Adiblarning asarlarida jamiyat, texnologiya, inson taqdiri va axloqiy qadriyatlar aks etgan. Shayxovning milliy va realistik yondashuvi hamda Bredberining fantastik va futuristik dunyoqarashi solishtirilib, ularning ijodiy yondashuvlari o'rganiladi. Ushbu tezis orqali adiblarning asarlari insoniyatga oid umumbashariy muammolarni qanday talqin qilganligi tahlil etiladi.

Kalit so'zlar: Hojiakbar Shayxov, Rey Bredberi, ilmiy-fantastika, realistik adabiyot, axloqiy qadriyatlar, texnologiya, jamiyat, qiyosiy tahlil.

Kirish

Fantastik adabiyot inson tafakkuri va tasavvurining mahsuli bo'lib, u o'quvchini real hayotdan tashqariga olib chiqib, tasavvur va hayolot olamiga yetaklaydi va yangi g'oyalar bilan tanishishga, inson tafakkurining naqadar cheksiz imkoniyatlarga ega ekanligini o'rganish va tasvirlashga xizmat qiladi. Fantastik asarlar insoniyatning kelajak haqidagi tasavvurlarini aks ettirish, ijtimoiy va falsafiy muammolarini yoritishi hamda ilmiy tarqiqotga ta'sir ko'rsatishi bilan ajralib turadi. Bu janr o'quvchini real hayotda imkonsiz yoki hali mavjud bo'lmagan hodisalar ustida fikr yuritishga undaydi. Bunday asarlar orqali mualliflar o'z ijodiy fantaziyalarini namoyish etib, o'quvchini yangi g'oyalar bilan tanishtiradi.

Hojiakbar Shayxov va Rey Bredberi — biri o'zbek adabiyotining, ikkinchisi jahon fantastikasining yirik vakillari bo'lib, ularning ijodida umumbashariy muammolar o'ziga xos talqin etiladi. Shayxovning asarlarida milliy qadriyatlar va insoniylik masalalari realistik ruhda tasvirlansa, Bredberi ijodida kelajak jamiyati va uning axloqiy inqirozi fantastik tasvirlar orqali ochib beriladi.

Ushbu tezisda Hojiakbar Shayxov va Rey Bredberining badiiy olami qiyosiy tahlil qilinadi. Ularning asarlaridagi asosiy mavzular, uslubiy xususiyatlar va jamiyatga bo'lgan munosabatlari solishtirib o'rganiladi. Tadqiqot davomida adiblarning asarlarida ilgari surilgan umuminsoniy muammolar qanday talqin etilgani tahlil qilinadi hamda ularning adabiy-estetik ahamiyati yoritiladi.

Asosiy qism

Hojiakbar Shayxov va Rey Bredberi badiiy olamini qiyosiy tahlil qilish uchun ularning asarlaridagi asosiy jihatlarni solishtirib chiqish lozim. Bu ikki adib turli davr va madaniy muhit vakillari bo'lsa-da, ularning asarlarida jamiyat, inson taqdiri, ilm-fan va texnologiyaning insoniyatga ta'siri kabi umumiy mavzular ko'tariladi.

1. Asosiy mavzular va g'oyalar

Hojiakbar Shayxov zamonaviy o'zbek adabiyotining yorqin vakillaridan bo'lib, uning asarlari odatda realistik ruhda yozilgan. U asarlarida insoniy qadriyatlar, milliy o'zlik, jamiyatdagi muammolar, taqdir va adolat mavzularini ko'taradi. Uning ijodida milliy ruh, tarixiy tafakkur va zamonaviy muammolar o'z aksini topadi. Rey Bredberi esa fantastik adabiyotning yirik vakillaridan bo'lib, asosan ilmiy-fantastik va antiutopik yo'nalishda ijod qilgan. Uning asarlarida texnologiyaning jamiyatga salbiy ta'siri, insoniyatning kelajagi, axloqiy inqiroz, mafkura nazorati kabi mavzular ko'tariladi. "Fahrenheit 451", "Mars xronikalari", "Kaleidoskop" kabi asarlarida inson va jamiyat o'rtasidagi murakkab munosabatlar yoritilgan.

Rey Bredberi asarlarida texnologiyaning insoniyatga ta'siri markaziy o'rinda turadi. "Mars solnomalari" asarida insoniyatning Marsni kolonizatsiya qilishi orqali texnologik taraqqiyotning madaniy va axloqiy oqibatlarini yoritiladi. Hojiakbar Shayxov ham o'z asarlarida texnologiyaning rivojlanishi va uning insoniyatga ta'sirini o'rganadi [1]. "Birinchi sinov" hikoyasida kosmik kema ekipajining uzoq safarga chiqishi va bu jarayondagi insoniy tajribalar tasvirlanadi [2]. "Olovdan chiqqan odam" hikoyasida esa mistika va fantastika orqali insonning o'z-o'zini anglash masalalari ko'tariladi [3].

Ikkala adibning asarlarida jamiyat va axloqiy qadriyatlar va ular oldidagi xavf hatari haqida so'z yuritiladi. Rey Bredberi asarlarida jamiyatning axloqiy inqirozi va insoniy qadriyatlarning yo'qolishi mavzusi dolzarbdir. "Farengeyt bo'yicha 451 daraja" romanida totalitar jamiyatda kitoblarning yo'q qilinishi orqali insonlarning fikrlash qobiliyatining susayishi va axloqiy qadriyatlarning yo'qolishi ko'rsatiladi [4].

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Hojiakbar Shayxov asarlarida insoniy qadriyatlar, milliy o'zlik va jamiyatdagi muammolar yoritiladi. Uning "Iblis bilan muloqot" hikoyasida insonning ichki dunyosi, axloqiy tanlovlari va jamiyatdagi o'rni haqida fikr yuritiladi.

Rey Bredberi va Hojiakbar Shayxov asarlarida inson va kosmos munosabatlarini qiyoslasak, Rey Bredberi asarlarida insonning kosmosni o'zlashtirishi, yangi sayyoralar ko'chishi kabi mavzular ko'tariladi. "Mars solnomalari" asarida insoniyatning Marsni zabt etishi orqali yangi dunyolarni o'zlashtirishning madaniy va axloqiy oqibatlarini yoritiladi [1]. Hojiakbar Shayxov o'z asarlarida inson va kosmos munosabatlarini mistik va falsafiy nuqtai nazardan o'rganadi. Uning "Birinchi sinov" hikoyasida insonning koinotdagi o'rni, sirli va noma'lum olamlar bilan bog'liq tajribalari tasvirlanadi [2].

2. Uslub va tasvirlash vositalari

Hojiakbar Shayxov asarlarida realistik va ta'sirchan tasvirlar, milliy ruh, obrazlarning ichki dunyosini ochib berish asosiy o'rinni egallaydi. Uning hikoyalari va romanlari hayotiy bo'lib, qahramonlarning ichki kechinmalari muhim rol o'ynaydi. Rey Bredberi esa metaforalar, ramziy tasvirlar va futuristik syujetlarga asoslangan uslubdan foydalanadi. U inson psixologiyasini chuqur o'rganib, fantastik voqealar orqali dolzarb muammolarni ko'taradi

Rey Bredberi o'z asarlarida poetik va falsafiy ohang bilan birga, ramzlar va metaforalarga boy ifoda uslubini qo'llaydi. Uning fantastik hikoyalari ko'pincha insoniyatning kelajagi, texnologiya va insoniylik munosabatlarini o'rganishga qaratilgan.

Bredberining asosiy uslubiy xususiyatlari:

Poetik va badiiy til – Bredberining fantastik adabiyotdagi o'rni beqiyos bo'lib, uning asarlarida she'riylik va obrazlilik ustun turadi. Masalan, "Farengoyt 451" romanida olov tasvirlari insoniyatning tafakkur va madaniyatiga tahdid sifatida poetik ohangda berilgan [4].

Ramziy va metaforik yondashuv – "Mars solnomalari" asarida Marsga ko'chib o'tgan insonlarning sayyora moslashishi orqaligina inson mohiyatini anglash mumkinligi tasvirlanadi [1].

Texnologiya va insoniyatning kelajagi mavzusi – "Yomg'ir keladi" hikoyasida texnologiyaning haddan tashqari rivojlanishi natijasida insoniylikning yo'qolib borishi tasvirlangan [6].

Satira va keskin tanqid – "Farengoyt 451" romanida kitoblarga bo'lgan taqiq orqali totalitar jamiyatning ruhsizligi tasvirlangan [4]

Hojiakbar Shayxov asarlarida realistik va fantastik unsurlar uyg'unlashgan bo'lib, u insoniyat kelajagi va umuminsoniy muammolarni yoritishda o'ziga xos badiiy vositalardan foydalangan.

Shayxovning asosiy uslubiy xususiyatlari:

Haqiqiy voqelik va fantastikaning uyg'unligi – "Birinchi sinov" asarida insoniyat kelajagi ilm-fan va axloqiy qadriyatlarining uyg'unlashuvi bilan bog'liq ravishda tahlil qilinadi [2].

Ilmiy-fantastik motivlar – "Olovdan chiqqan odam" asarida insoniyatning yadro energiyasidan noto'g'ri foydalanishi natijasida yuzaga kelgan ekologik halokat aks ettirilgan [3].

Falsafiy mulohazalar va ichki kechinmalar – "Iblis bilan muloqot" hikoyasida qahramonning o'z tafakkuri bilan kurashi va iymon sinovi oldidagi holati tasvirlangan [5].

Yuqori darajadagi ijtimoiy tanqid – "So'nggi ajdarhalar" romanida insoniyatning o'z tabiiy resurslarini qanday isrof qilishi va buning oqibatlarini tanqid ostiga olingan.

Xulosa

Hojiakbar Shayxov va Rey Bredberining asarlarida texnologiya, jamiyat va insoniyat taqdiri kabi mavzular turli nuqtai nazardan yoritiladi. Rey Bredberi va Hojiakbar Shayxov fantastik adabiyotda turli uslublardan foydalangan bo'lsalar-da, ularning asarlarida insoniyat taqdiri, ilmiy taraqqiyot va axloqiy qadriyatlar asosiy o'rin tutadi. Bredberining uslubi poetik va ramziy bo'lsa, Shayxov realistik va falsafiy yondashuv bilan ajralib turadi. Ikkala yozuvchi ham asarlarida fantastik tasvir vositalaridan unumli foydalangan va o'quvchiga ta'sir qiluvchi badiiy effekt hosil qilgan.

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O'ZBEK MUMTOZ ADABIYOTI NAMUNALARINING MUSTAQILLIK YILLARIDAGI TALQINLARI

P. Davronova ¹*Annotatsiya:*

Markaziy Osiyo mintaqasi, eng avvalo, uning asosiy bo'lagi –O'zbekiston dunyo mumtoz adabiyotida o'zining muhim lirik o'rniga ega sahifalaridandir. Ushbu maqola davomida biz ham o'zbek adabiyotshunosligini mumtoz namunalarini eng yorqinlarini mustaqillik davridagi yagicha ijod namunalarini tahlil etdik. Maqolada mumtoz janrlardan bugungi zamonda foylanish darajasini qay tarzda ketayotganini ham ko'rib chiqilgan. Shuningdek, maqola mumtoz adabiyotimizning yorqin vakilasi Nodiraning „Eshit“ radifli g'azalini badiiy tahlilidan iborat.

Kalit so'zlar: Sharq adabiyotshunosligi, mumtoz adabiyot, g'azal, ruboiy, masnaviy, adabiy davrlar, mustaqillik davri adabiyoti zamonaviy asarlar klassik janrlar, tasavvuf, takror va tazod janri.

O'zbek adabiyoti deyilganda o'zbek xalqi ijodiy daholarining o'lmas ijodiy namunalari, tarixan badiiyligi, erksevarlik harakatlari, vatansevarlikning eng yorqin timsoli ko'z oldimizda gavdalanadi. Mana necha vaqtlardan buyon O'rta Osiyoda yashagan turkiyzabon xalqlar adabiyoti birlashtirilib, turkiy til deb ataladigan tilda yoki mahalliy ilm-fanda ko'pchilik ishonganidek, chig'atoy (eskio'zbek) tilida yozilgan. Binobarin, o'sha qadimiy turkiy adabiyot qadimgi turkiy yozuvning ilk yodgorliklaridan boshlab, shu bepoyon ona zaminda yashovchi deyarli barcha turkiy xalqlarga tegishli bo'lib, bu ma'lumot biror manbada yozilmagan bo'lsa-da, o'zbek adabiyotining ajralmas qismi hisoblanadi. Mumtoz adabiyot aslida milliy va jahon badiiy madaniyati xazinasini tashkil etgan, qancha asrlardan buyon o'zining qadri va qimmatini ma'naviy zalvorini yo'qotmay kelayotgan, ko'pchilik tomonidan tan olingan mashhur asarlar silsilasi hisoblanadi.

XVIII asr – XIX asrning birinchi yarmi adabiyoti Uvaysiy, Nodira va Maxzuna kabi ajoyib shoirlarning paydo bo'lishi bilan ajralib turadi. Ular erkak shoirlar bilan birga o'zbek adabiyotida realistik tendentsiyalarni faol rivojlantira oldilar. Shu bilan birga, ta'kidlab o'tish joizki, birinchi marta ayol sevgi lirikasi paydo bo'ldi. O'sha davrning eng ko'zga ko'ringan shoirlari anchagina salmoqlidir.

Maqolaning boshlanish qismida qadimgi mumtoz adabiyot namunalari va ularning yaralish davri yoritildi. Hozir esa zamonaviy davr adabiyotining mumtoz namunalari bayonini boshlaymiz.

Adabiyot taraqqiyotidagi hozirgi davr ham janr, ham mavzular turfa xilligi bilan ajralib turadi. Zamonaviy adabiyot – bu juda noaniq hodisadir. Bir tomondan, adabiyot va mualliflar avvalgi yillarda ko'p asrlar davomida bo'lgani kabi, senzura bilan ham, hech qanday ramka yoki kanonlar bilan ham cheklanmagan holda, yanada erkinlashdi. Boshqa tomondan, aynan adabiyot hech nima va hech kim bilan chegaralanmaganligi sababli, bugun bozorda siz nafaqat badiiy qiymatga ega, balki zamonaviy o'quvchilarning shakllanishiga salbiy ta'sir ko'rsatadigan yuzlab nomdagi asarlarni ko'rishingiz mumkin. Bugungi kungacha umumiy o'zbek adabiyotini davrlashtirish uchun muhim bir fikr mavjud emas. Lekin adabiy siymolarni baholashda emas tanlash va kiritishda ma'lum mushtaraklikka erishildi. Chunonchi, ilk bosqich «X asrga qadar bo'lgan turkiy adabiyot» deb nomlandi va xalq og'zaki ijodi hamda kitoblarni qamra boldi. Keyingi davr «X–XII asrlar» dan tasavvufbozoriya Yusuf Xoshojib, Mahmud Qoshg'ariy, Ahmad Yugnakiy, Ahmad Yassaviy, NizomiyGanjaviy joy oldi. «XII–XIV asrlar»ga Yunus Emro, Qozi Burhoniddin, Kodekus Kumanikus, Nosiriddin Rabg'uziy, Nasimiy, Sayfi Saroyi kiritildi. «XV asr» Alisher Navoiy, Qayg'usiz Abdol, Sulaymon Chalabiy, Asan Qayg'i ijodidan tashkil topdi.«XVI asr» ga Fuzuliy, Bayramxon, Shoh Ismoil Hatoiy, Bobur kiritildi. «XVII asr»dan Nobiy, Qoracha o'g'lon, Mashrab, Avliyo Chalabiy, Abulqozi joy oldilar. «XVIII asr» Mahtumquli, Buxor Jirov, Voqif, Andalib, Huvaydo, Qurbonali Ma'rupiy asri deb kelishildi. «XIX asr»ga Dadal o'g'lu, Molda Niyoz, Jambul, To'xtag'ul, Ogahiy, Nodira, Nomiq Kamol, Tavfiq Fikrat, Mirzo Fathali Oxundzoda, Ismoilbek Gasprali, Yusuf Oqchura, Abay, Kamina, Mulla Napas, Seyidiy kiritildi.

Muhim bosqichlardan biri bu «XX asradabiyoti». Uning muhimligi shunda kibu adabiyot mamlakatlar prinsipi bilan ha lqilindi. Chunonchi, Ozarbayjondan A.Sobir, J.Mamadqulizoda, Husayn Jovid, Samad Vurg'un, M.H.Shahriyor, B.Vahobzoda ijodi olindi. O'zbekistondan A. Fitrat, A.Cho'lpon, A. Qodiriy, Oybek, A. Oripov kiritildi. Turkiyadan M. E. Yurdakul, U.Sayfiddin, Ziyo Ko'k Alp, M.A. Erso'y, Ya.K.Bayotli,

R. N. Guntekin, F. N.Chamlibel, A.H.Tanpinar, O'rxon Vali, Arif Nihot Asiya, Tariq Bo'qro ijodlar iolindi..

Ulug'bek Hamdam hozirgi o'zbek she'riyatida beshta asosiy yo'nalishni ajratib ko'rsatadi:

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- an'anaviy;
- xalq (folklor);
- zamonaviy;
- aruz;
- sinkretik.

Ulug'bek Hamdamning fikricha, istiqloq davri she'riyati har qanday mafkuraga xizmat qilishdan chekildi va hayotni aks ettirishning o'zga shakllarini topishga

intiladi, o'zining asl yo'nalishini topishga harakat qiladi. Natijada, u odamga yaqinroq bo'lib, uning dardi, hayotiy haqiqati haqida gapiradi. Yana bir ekstremal narsa bor: o'z

ichki dunyosiga haddan tashqari sho'ng'ib ketgan shoir o'zini o'rab turgan olamni unutadi. Shu tufayli poetik makon keskin qisqaradi. Boshqa tomondan, modernizm tarafdorlari she'riyatni o'ziga xos o'rnidek ko'rinishga keltirishga harakat qilishadi: ular xuddi futuristlar va dekadentlar singari "san'at uchun san'at" shiori ostida ijod qilishadi. Bunday holda, chinakam she'riyat fonga o'tadi. She'r ochiq maydonlardan saralangan g'ayratli versifikatsiya ishqibozlarining kamera doirasiga qaytdi. Umumiy oqimdan ifodalilik va uslubiy xususiyatlar farqiga qaramay, biz o'zbek she'riyatining bir qancha yirik vakillari: Tursun Ali, Bahrom Ro'zimuhammad, Faxriyor, Aziz Said, Go'zal Begim va boshqa iste'dodli shoirlarni ajratib ko'rsatamiz. Zamonaviy she'riyatda etakchi o'rinni an'anaviy yo'nalish, tojik xalqning ma'naviy manfaatlari bilan bog'liq bo'lib, shuning uchun ham minglab nusxada nashr etiladi: bular ErkinVohidov, Abdulla Oripov, Halima Xudayberdiyeva, Usmon Azim, Muhammad Yusuf, Mahmud Toir, Rajiddin Sayid, Iqbol Mirzo. HalimaAhmedova, Rahimjon Rahmat, Zebo Mirzaevalarning ramziy she'riyati yangi o'zbek she'riyatining alohida sahifasini ochadi.

Xulosa qiladigan bo'lsak, Sharq she'riyati, nasri asrlar osha saqlanib qoldi, zamonni zab tetdi. Qancha yillar o'tsa ham avlodlar uchun o'zbek adabiy me'rosi ma'daniyat sarchashmasi bo'lib qolaveradi. Zamonaviy adabiyotda mumtoz asarlarning o'rni beqiyosligini anglagan yosh avlod ko'payishini umid qilib qolamiz.

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MADANIYATLARARO KOMMUNIKATSIYA VA UNING INGLIZ TILI O'QITISHDAGI AHAMIYATI

Sh. Otabayeva ¹

Scientific supervisor: Sattarova Dilrabo Ikrambayevna

Annotatsiya:

Global aloqa vositasi sifatida Ingliz tili dunyo bo'ylab xalqaro aloqa tili bo'lib xizmat qiladi. Uni o'rganuvchilar nafaqat til qoidalarini, balki turli madaniyatlardagi muloqot uslublarini ham o'zlashtirishlari kerak. Madaniyatlararo kommunikatsiya (intercultural communication) – turli madaniyat vakillari o'rtasida o'zaro tushunish, muloqot qilish va samarali aloqalarni o'rnatish jarayonidir. Bu faqat til bilish bilan cheklanmay, balki madaniy tafovutlarni tushunish, hurmat qilish va moslashish ko'nikmalarini ham o'z ichiga oladi.

Kalit so'zlar: madaniyatlararo kommunikatsiya, ingliz tilini o'qitish, madaniy tafovutlar, global til, xalqaro aloqa, multikulturalizm.

Ingliz tili dunyodagi eng ko'p ishlatiladigan aloqa tillaridan biri bo'lib, turli millat vakillari o'rtasida o'zaro tushunishni ta'minlaydi. Uni o'rganuvchilar nafaqat grammatik qoidalarini, balki ingliz tilida muloqot qilish uchun zarur bo'lgan madaniy kontekstni ham bilishlari lozim.

Tilni mukammal o'zlashtirish uchun o'quvchilar turli xalqlarning urf-odatlarini va ijtimoiy odob-axloq qoidalarini bilishlari kerak. Kommunikativ strategiyalar (masalan, bevosita yoki bilvosita muloqot uslublari) haqida tasavvurga ega bo'lishlari lozim. Masalan, ingliz tilida odatda ochiq va to'g'ridan-to'g'ri fikr bildirish odatiy bo'lsa, ba'zi boshqa madaniyatlarda bu hurmatsizlik deb qabul qilinishi mumkin.

H.Duglas Braun o'zining „Til o'rganish va o'qitish tamoyillari“ asarida til o'rganishda madaniyatni tushunish muhimligini ta'kidlaydi. Uning fikricha, til va madaniyat bir-biri bilan chambarchas bog'liq bo'lib, til o'rganuvchilar madaniyatlararo muloqot ko'nikmalarini rivojlantirishlari zarur.

Ingliz tili o'qitish jarayonida madaniyatlararo kommunikatsiyaning bir necha muhim jihatlari bor. Bulardan birinchisi muloqot samaradorligini oshirishdir. Ingliz tilini o'rganuvchilar xalqaro muhitda turli madaniyat vakillari bilan muloqot qilganda, ularning nutqiy uslublari va odatlarini tushunishi lozim. Bu esa tushunmovchilik va kommunikativ xatolarni kamaytirishga yordam beradi. Ikkinchi muhim jihati bu til va madaniyat uyg'unligi. Til faqat grammatik qoidalar va lug'atdan iborat emas, balki u ma'lum bir madaniyatning ifodasidir. Masalan, ingliz tilida ishlatiladigan idiomalar yoki metaforalar ko'pincha G'arb madaniyati bilan bog'liq bo'lib, ularni tushunish uchun kontekstni bilish zarur. Uchinchi asosiy jihati bu xalqaro ko'nikmalarni rivojlantirish. Bugungi kunda ingliz tilini bilish ishga joylashish va xalqaro hamkorlik uchun muhim talab hisoblanadi. Biroq, faqat ingliz tilida gapira olish yetarli emas – boshqa madaniyat vakillari bilan samarali ishlash ko'nikmalari ham zarur. Eng so'nggi muhim jihati esa stereotiplardan qochish va tolerantlikni shakllantirishdir. Turli madaniyatlarni o'rganish orqali o'quvchilar boshqa xalqlarga nisbatan hurmat va tushunish hissinini rivojlantiradi. Bu esa dunyodagi madaniy xilma-xillikni qabul qilishga va stereotiplardan qochishga yordam beradi.

O'qituvchilar o'quvchilarga turli madaniyatlarning kommunikativ xususiyatlarini tushuntirishlari kerak. O'quvchilarni ochiq fikrli bo'lishga va stereotiplardan voz kechishga o'rgatish zarur. Dars davomida madaniyatlararo muhitni yaratish muhim. Ingliz tili o'qitishda madaniyatlararo kommunikatsiya tushunchasini qo'llash, o'quvchilarning global muloqotda muvaffaqiyat qozonishlariga yordam beradi. Faqat grammatik va lug'aviy bilimlarga e'tibor qaratish yetarli emas, balki o'quvchilar turli madaniy tafovutlarni tushunish va ularga moslashish qobiliyatiga ega bo'lishlari lozim. Bu esa ularning nafaqat lingvistik, balki kommunikativ kompetensiyasini ham rivojlantiradi.

Xulosa qilib aytadigan bo'lsak, tilni o'qitishdagi kommunikativ aloqalar bu xalqaro bo'limlar va yo'nalishlar uchun ham juda katta ahamiyatga ega hisoblanadi. Bundan tashqari madaniyatlar bir-birini aloqa vositalari orqali o'rgansalar ham maqsadga muvofiq bo'ladi. Sababi biz bu aloqalar orqali ta'limni va tilni rivojlantirishimiz mumkin. Ingliz tili dunyodagi eng ko'p ishlatiladigan aloqa tillaridan biri bo'lib, turli millat vakillari o'rtasida o'zaro tushunishni ta'minlaydi. Uni o'rganuvchilar nafaqat grammatik qoidalarini, balki ingliz tilida muloqot qilish uchun zarur bo'lgan madaniy kontekstni ham bilishlari lozim. Madaniyatlararo

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kommunikatsiya zamonaviy ingliz tili ta'limining muhim jihatlaridan biridir. Ingliz tilini o'rganish jarayonida faqat grammatikani emas, balki turli madaniyatlar bilan samarali muloqot qilish ko'nikmalarini ham egallash zarur. Bu esa nafaqat til bilish darajasini oshiradi, balki insonlarning xalqaro maydondagi muvaffaqiyatini ham ta'minlaydi. Shuning uchun ingliz tili o'qitish jarayonida madaniyatlararo kommunikatsiyaga alohida e'tibor berish lozim.

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TIL – MILLATNING RUHI VA BOYLIGI

S. Mamarajabova ¹*Annotatsiya:*

Ushbu maqolada tilning millat uchun muhimligi, uning ruhiy va madaniy boylik sifatidagi o'rni yoritiladi. Til – millatning tarixiy xotirasi, madaniy merosi va birligini saqlash vositasidir. Uni rivojlantirish va asrab-avaylash millatning barqarorligi hamda kelajagi uchun zarur.

Kalit so'zlar: til, millat, madaniyat, meros, boylik, ruh, tarix, o'zlik, rivojlanish, saqlash.

Til har qanday millatning eng muhim boyligi, uning ma'naviy merosi va madaniy yodgorligidir. U millatni birlashtiradi, qadriyatlarini ifodalaydi va avloddan-avlodga uzluksiz yetkazib boradigan vositadir. Millatning taqdiri, uning kelajagi bevosita tilning saqlanishi va rivojlanishiga bog'liq. Shu sababli, har bir xalq o'z ona tilini e'zozlab, uni rivojlantirishga intilishi lozim. Til millatning ruhi sifatida uning ichki dunyosini, fikrlash tarzini, tarixiy xotirasini aks ettiradi. Millatning o'zligini saqlab qolishi bevosita uning tiliga bog'liq. Tarixda ko'plab xalqlar mustamlaka, bosqinchilik va assimilyatsiya siyosati tufayli o'z tillarini yo'qotib, boshqa madaniyat ichida singib ketgan. Masalan, qadimgi Misr, Rim va Yunoniston kabi sivilizatsiyalar o'z tillarini asta-sekin yo'qotgani sababli milliy o'zliklari ham yo'q bo'lib ketgan. Aksincha, o'z tilini asrab qolgan va rivojlantirgan millatlar dunyoda mustahkam o'rnini saqlab qolgan. Masalan, yahudiy xalqi ikki ming yil mobaynida tilini yo'qotib qo'ygandek tuyulgandi, ammo XX asrda ibroniy tilini tiklash orqali o'z milliy birdamligini qayta tiklashga muvaffaq bo'ldi.

Til millatning madaniyatini yaratish va rivojlantirishda asosiy omillardan biridir. U xalq og'zaki ijodi, adabiyot, san'at, falsafa va ilm-fan sohalarining rivojlanishida asosiy rol o'ynaydi. Adabiyot va san'atda tilning o'rni. Ona tilida yaratilgan adabiyot va san'at asarlari millatning tarixi, qadriyatlari va ma'naviy olamini aks ettiradi. Masalan, o'zbek adabiyotining buyuk namoyandalari Alisher Navoiy, Furqat, Abdulla Qodiriy, Erkin Vohidov singari ijodkorlar o'zbek tilining go'zalligi va boyligini asarlarida namoyon etganlar.

Og'zaki xalq ijodi va folklor

Xalq ertaklari, dostonlari, maqollari, topishmoqlari va qo'shiqlari millatning donishmandligi va tajribasini aks ettiradi. Bu asarlar orqali ajdodlarning hayot tajribasi keyingi avlodlarga yetib keladi. Agar til yo'qolsa, bu boyliklar ham yo'qolishi mumkin.

Tilni asrash va rivojlantirish yo'llari. Tilni saqlash va rivojlantirish millatning har bir vakili zimmasidagi muqaddas burchdir. Buning uchun quyidagi choralarni ko'rish lozim:

Tilni sevis va e'zozlash – Har bir inson o'z ona tiliga hurmat bilan munosabatda bo'lishi, uni to'g'ri va chiroqli ishlatishi kerak. Milliy adabiyot va madaniyatni rivojlantirish. Ona tilidagi kitoblarni targ'ib qilish, milliy teatr va san'atga e'tibor berish lozim. Ta'lim tizimida ona tilini mustahkamlash – Maktab va oliy o'quv yurtlarida ona tilida ta'lim sifatini oshirish, yosh avlodni milliy tilda ijod qilishga rag'batlantirish zarur.

Ilm-fan va texnologiya sohalarida ona tilining mavqeini oshirish – Fan, texnologiya va biznes sohalarida ona tilida ilmiy-tadqiqot ishlari olib borish va yangi terminologiyalar yaratish lozim. Internet va ommaviy axborot vositalarida tilni rivojlantirish – Ona tilida sifatli va jozibali kontent yaratish, yoshlarni shu sohaga jalb qilish muhim.

Til insoniyatning eng buyuk ixtirolaridan biri bo'lib, u fikr almashish, madaniyatni saqlash va rivojlantirishning muhim vositasi hisoblanadi. Dunyodagi har bir millat va xalq o'ziga xos tili orqali o'zini namoyon qiladi. Tilning kelib chiqishi, rivojlanishi va jamiyatdagi o'rni haqida chuqurroq tushunish uchun turli jihatlarni ko'rib chiqamiz.

Til insoniyat paydo bo'lishi bilan birga shakllangan. Qadimgi odamlar dastlab imo-ishoralar yordamida aloqa qilgan bo'lsa, vaqt o'tishi bilan ovoz va tovushlar aniq ma'noga ega bo'la boshlagan.

Til rivojlanishining bosqichlari: Ibtidoiy til – odamlar ovozlari, tovushlar va imo-ishoralar bilan muloqot qilgan. Sodda gaplar bosqichi – asta-sekin so'zlar va oddiy gaplar shakllangan. Yozuvning paydo bo'lishi – birinchi yozuv shakllari (ierogliflar, mixxat) vujudga kelgan. Zamonaviy tillarning rivojlanishi – til qoidalari, grammatikasi va imlo qoidalari shakllangan. Dunyo tillari va ularning tasnifi. Bugungi kunda dunyoda 7 000 dan ortiq til mavjud. Ularning ba'zilari keng tarqalgan bo'lsa, ba'zilari yo'qolib ketish xavfi ostida turibdi.

Xulosa qilib aytganda, til – millatning ruhi va bebaho boyligidir. Uni asrash, rivojlantirish va hurmat qilish har bir fuqaroning muqaddas burchidir. Zero, til bor ekan, millat ham barhayot bo'ladi!

¹ Mamarajabova Sevinch, SamDCHTI, Ingliz tili fakulteti Xorijiy til va adabiyoti 2-bosqich 2334-guruh talabasi

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KOREYS TILIDA QO'SHMA FE'LLAR YASALISHINING ASOSIY TURLARI

F. Abraqulova¹

Annotatsiya:

Ushbu maqolada koreys tilidagi qo'shma fe'llar yasallshining asosiy usullari, imlosi, lingvistik xususiyatlari va ularga bir nechta misollar keltirilgan. Hamda kompozitsion usulda - so'z turkumlarining qo'shilishi natijasida va xitoy ierogloflari orqali qo'shma fe'llarning yasallshi haqida ma'lumotlar berilgan. Shuningdek, qo'shma fe'llarning koreys, o'zbek va ingliz tillaridagi yasallmalarining o'xshashlik va farqlari ham aytib o'tilgan.

Kalit so'zlar: so'z yasallshi, mustaqil so'z turkumlari, tilshunoslik, leksema, qo'shma fe'llar, taqqosiy tahlil.

Kirish. "Til lug'at tarkibining yangi yasallgan so'zlar hisobiga boyib borishi, so'z ma'nosining o'zgarishi, uni boshqa ma'noda ishlatilish yo'li bilan yangi so'z hosil qilish - bular so'z yasallshining leksikologiya bilan aloqasini ko'rsatadi. So'z yasallshiga oid asosiy tushunchalarni to'la va to'g'ri belgilash, ulardan har birining mohiyatini to'raligicha, to'g'ri yoritish imkonini beradi." [Hojiyev A.2010.6].

Koreys tili ham o'zbek tili kabi agglyutinatv tillar guruhiga kiradi, ya'ni bu tilda so'zning o'zak qismiga qo'shimchalar qo'shilishi natijasida yangi so'zlar hosil bo'luvchi tillardir. Agglyutinatv tillarda so'zning o'zak yoki asosini o'zgartirmagan holda qo'shimchalar qo'shish bilan ma'lum so'z va shakl yasalladi. Koreys tili ham aynan shunday xususiyatga ega. Quyida manashu izohga oid misollar keltiriladi:

1. O'zbek tilida: *kitob, kitoblar, kitoblarda, kitoblardagi* (asos "kitob" so'zi, unga ko'plikka "-lar", kelishikka "-da", aniqlovchi qo'shimchasi "-gi" qo'shilyapti.); *bor, bordi, bordim, boramiz* (fe'lga zamon va shaxs-son qo'shimchalari qo'shib bormoqda.)

2. Koreys tilida: 책 [chek] *kitob*; 책들 [chekdil] *kitoblar*; 책들에서 [chekdireso] *kitoblarda*. (Bu yerda "-들[-dil]" ko'plik qo'shimchasi va "-에서[-eso]" kelishik qo'shimchasi ishlatilgan. 가다 [kada] *bormoq*; 갔다 [katta] *bordi*; 갑니다 [kassimnida] *bordim/bordingiz* - rasmiy shaklda.

Koreys tilidagi qo'shma so'z va qo'shma fe'llar haqida fikr yuritadigan bo'lsak, ularning ta'rifi ham xuddi o'zbek tilidagi berilgan ta'rifga o'xshash hisoblanadi. Koreys tilida qo'shma fe'llar (복합 동사) yuqorida ham aytilganidek ikki yoki undan so'z birikib, bitta fe'l sifatida ishlatiladigan tuzilmalardir. Ular ko'pincha asosiy fe'l va yordamchi fe'l kombinatsiyasidan tashkil topadi.

Qo'shma fe'llarning asosiy turlari.

1. Harakat va natijani bildiruvchi qo'shma fe'llar.

Bu turdagi fe'llarda oldidagi so'z harakatni bildirsa, keyingisi natijani ifodalaydi. Masalan: 보다 [poda] *ko'rmoq*; 살펴보다 [salpyopoda] *diqqat bilan ko'rmoq*. 가다 [kada] *bormoq*; 떠나가다 [tteonada] *ketib qolmoq*. 오다 [oda] *kelmoq*; 다가오다 [dagaoda] *yaqinlashmoq*.

1. Harakat uslubini bildiruvchi qo'shma fe'llar.

Bu turdagi fe'llar harakat qanday sodir bo'layotganligini ko'rsatadi. Masalan: 놓다 [nohta] *qo'ymoq*; 집어놓다 [chibonohda] *qo'yib qo'ymoq*. 버리다 [porida] *tashlamoq*; 잊어버리다 [ijoporida] *butunlay unutmoq*. 내다 [neda] *chiqarmoq*; 풀어내다 [puloneda] *puflab chiqarish*.

2. Davomiylikni bildiruvchi qo'shma fe'llar.

Bu turdagi fe'llar harakatning davomiyliqi yoki tugashini anglatadi. Masalan: 가다 [kada] *bormoq*; 흘러가다 [hillokada] *oqib ketmoq*. 오다 [oda] *kelmoq*; 올라오다 [ollaoda] *ko'tarilib ketmoq*. 두다 [tuda] *qo'ymoq*. 남겨두다 [namkyotuda] *qoldirib qo'ymoq*.

3. Ehtiyotkorlik va niyatni bildiruvchi qo'shma fe'llar.

¹ Abraqulova Feruza Anvar qizi, Samarqand davlat chet tillar instituti sharq tillari fakulteti, Filologiya va tillarni o'qitish koreys tili yo'nalishi 2401-guruh talabasi

Bu turdagi qo'shma fe'llar harakatni qay holatda yoki qanday bajarganligini bildiradi. Masalan: *보다* [poda] ko'rmoq; *해보다* [hepoda] harakat qilib ko'rmoq. *놓다* [nohda] qo'ymoq; *신경 써놓다* [shinkyong ssonohda] e'tibor berib qo'ymoq. *주다* [chuda] bermok; *도와주다* [dowachuda] yordam berib qo'ymoq.

Qo'shma fe'llar koreys tilida juda keng qo'llaniladi va nutqni tabiiyroq qiladi. O'rganishda, gapning konteksi orqali ularning nozik farqlarini tushunish mumkin. Qo'shma fe'llar koreys tilida asosan fe'l+fe'l yoki ot+fe'l shaklida yasaladi va buni biz yuqorida berilgan qo'shma fe'llarning turlarida ham ko'rishimiz mumkin. Misol uchun: *오가다* = *오다* + *가다* kelib ketmoq, *내려오다* = *내리다* + *오다* tushib kelmoq, *가져가다* = *가지다* + *가다* lib ketmoq, *들어오다* = *들다* + *오다* kirib chiqmoq. Bu qo'shma fe'llar fe'l+fe'l tarzida yasalgan.

Xitoy ierogliflari orqali fe'l yasalishi.

Yuqoridagi qo'shma fe'llardan tashqari xitoy ierogliflari orqali ham fe'l yasash mumkin. Bu fe'llarning aksariyati hanja (*한자*) asosida shakllangan bo'lib, ular ikki undan ortiq fe'llarning birikmasidan hosil bo'ladi. Bu fe'llar ham ikki fe'l yoki fe'l+ot shaklida yasaladi. Masalan, *일하다* = *일* + *하다* (ish + qilmoq = ishlamoq); *공부하다* = *공부* + *하다* o'qish + qilmoq = o'qimoq. *소개하다* = *소개* + *하다* tanishtirmoq. Bu qo'shma fe'llar otga *하다* [hada] harakat fe'li qo'shilishi orqali hosil bo'lgan. Masalan, *나는 책을 읽고 잠을 잤다* (Men kitob o'qib uxladim). Koreys tilidagi qo'shma fe'llarning ko'pchiligi hanja (xitoy ierogliflari) asosida yasalgan. Ayniqsa, rasmiy va ilmiy nutqda hanja asosidagi qo'shma fe'llar ko'p uchraydi. Lekin kundalik nutqda ham oddiy fe'l+fe'l yoki fe'l+ot shaklidagi qo'shma fe'llar keng qo'llaniladi.

O'zbek va ingliz tillarida ham qo'shma fe'llar mavjud bo'lib, ularning yasash usullari va grammatik xususiyatlari koreys tili bilan taqqoslanganda ayrim o'xshashlik va farqlarga ega.

Qo'shma fe'llarning koreys o'zbek va ingliz tillaridagi tuzilmalarning o'xshashliklari.

Koreyscha	O'zbekcha	Inglizcha	Izoh
먹고, 마시다	Yeb ichmoq	Eat and drink	Ikki fe'l birikib, ketma-ketlikni bildiradi
공부하다, 운동하다	O'qib mashq qilmoq	Study and exercise	"-고" bog'lovchisi orqali bog'lanadi.
기다리고, 참다	Kutib sabr qilmoq	Wait and endure	O'zbek va ingliz tillarida bevosita bo'lmagan ikkita mustaqil fe'l shaklida.
결정하다	Qaror qilmoq	Decide	Hanja asosida yasalgan qo'shma fe'l.
연구하다	Tadqiq qilmoq	Research	"하다" yordamida qo'shma fe'l hosil bo'lgan.
노력하다	Harakat qilmoq	Make and effort	Ingliz tilida "do/make" kabi yordamchi fe'llar ishlatiladi.

Qo'shma fe'llar orqali murakkab tushunchalar ifodalanadi: Har uch tilda ham murakkab harakatlarni ifodalash uchun qo'shma fe'llardan foydalanadi. Masalan, kechirim so'ramoq (*사과하다*, apologize) yoki yordam bermok (*도와주다*, help) kabi fe'llar uchta tilga ham xos.

Farqlari: Uchta tilda ham qo'shma fe'llarning yasashda ba'zi noo'xshashliklar mavjud. Shu jumladan, koreys tilida qo'shma fe'llar *하다* bilan hosil bo'lgan hanja asosidagi otlardan yasaladi. Ammo o'zbek va ingliz tillarida bunday fe'llar odatda mustaqil so'z sifatida uchraydi. Masalan, koreys tilida *결정하다* (qaror qilmoq); o'zbek tilida *qaror qilmoq*; ingliz tilida esa *decide*, yani bitta mustaqil fe'l shaklidadir. Bu esa uchta tildagi qo'shma fe'llarning grammatik yasash usulidagi farqi hisoblanadi. Shu bilan birga yordamchi fe'llar tizimida ham ba'zi farqlar mavjud. Koreys tilida *주다* (bermoq), *보다* (ko'rmoq) kabi fe'llar yordamchi fe'l vazifasida keladi. O'zbek tilida ham shunchaki yordam so'ziga bermok yordamchi fe'lini qo'shish orqali yasaladi. Lekin ingliz tilida biron bir maqsad uchun help, let yoki make kabi fe'llar ishlatiladi. Masalan, koreys tilida *도와주다*; o'zbek tilida *yordam bermok*; ingliz tilida esa *help someone...* Yana bir farqlaridan biri – koreys tilida harakat

ketma-ketligi - *고* yoki - *아/어* bilan beriladi. O'zbek va ingliz tillarida bu odatda vergul yoki bog'lovchi bilan ifodalanadi. Masalan, koreys tilida: 친구를 만나서 같이 밥을 먹었다; o'zbek tilida: *Do'stim bilan uchrashib, birga ovqat yedik*. Ingliz tilida: *I met my friend and we ate together*.

Xulosa

Koreys tilini o'rganishda qo'shma fe'llarning yasash usullarini tushunish muhim, chunki ular so'z boyligini oshirish va murakkab gaplarni shakllantirishda asosiy ro'l o'ynaydi. Koreys, o'zbek va ingliz tillarida qo'shma fe'llarning shakllanishi va ishlatilishi umumiy tamoyillarga asoslansa-da, ularning grammatik tizimi va tuzulishida muhim farqlar mavjud. Chunki har bir tilning o'ziga xos grammatik tizimi va tuzulish xususiyatlari mavjud. Shu bois, koreys tilini o'rganishda ushbu grammatik o'ziga xosliklarni chuqur o'rganish muhim ahamiyatga ega.

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THE ROLE OF INTERACTIVE TECHNIQUES IN TEACHING FOREIGN VOCABULARY

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Abstract:

The article explores the application of interactive methods for students in non-philological higher education institutions and their role in speech instruction.

Key words: lexical ability, lexical unity, classification, exposition, didactics, educational process.

Exploring foreign languages offers a thrilling journey that unveils new cultures and travel prospects, broadening our perspectives.(2024:6) The integration of educational technologies supports inclusivity and accessibility by providing tools and resources to accommodate diverse learners, including those with disabilities or language barriers.(2024:5) The most recognized procedures for language acquisition presently encompass foundational methods, the classical approach, the lingvo-cultural approach, the communicative method, intensive techniques, and emotional and meaningful tactics for examination preparation. I believe that these strategies should be blended for enhanced learning efficacy rather than employed in isolation. Considering the extensive array of educational technology accessible for English learning, every educator, especially those newly initiated into the profession, should endeavor to enhance their methodology and pursue achievement. To build a successful personal teaching methodology, one must initially examine and comprehend the most recognized and efficient ways throughout history. "Pedagogical technology is a process of education that is designed for a certain period of time; the learning process is more focused on the learner, ensuring the achievement of learning objectives using activating methods and modern teaching aids" (Rashidov ...,2007). General professional education is being replaced by a holistic, comprehensive, personality-oriented education (Tolipov U., Usmanbayeva M., 2006).

A proficient knowledge of a foreign language is crucial for comprehensive analysis of international practices within a particular domain. At now, numerous subjects, encompassing technical and economic fields, are instructed in foreign languages at non-philological institutions nationwide, with intentions to further broaden this methodology. Currently, the instruction and acquisition of foreign languages are of paramount importance. Upon finishing high school, vocational colleges, or academic lyceums, students pursuing education in non-philological higher institutions must augment their lexical competencies and acquire foreign language vocabulary in accordance with curricular mandates. This consequently aids in achieving fluency and competency in the language.

Vocabulary instruction is the cornerstone of foreign language education. Proficiency in vocabulary is crucial, as it is unfeasible to cultivate speech activities without a robust lexical foundation. Vocabulary constitutes the fundamental component for diverse speech activities; without knowledge of essential terms, a pupil cannot successfully comprehend speech or process information. Expanding vocabulary demands accumulating and utilizing words on a daily life (Ashirova X. ...,2024) Consequently, the significance of speech remains nebulous for them.

In foreign language vocabulary training, students are educated according to linguistic experience, appropriate methodological organization, and curriculum standards. Interactive techniques in vocabulary instruction have demonstrated significant efficacy, enabling students to not only acquire words but also utilize them confidently in verbal activities. Nonetheless, comprehending and identifying foreign lexicon poses distinct difficulties. As vocabulary is essential to communication, a learner cannot convey ideas successfully without enough lexical knowledge.

Reading poses particular obstacles, especially for students in non-philological higher education institutions. Initially, they may have challenges in letter and sound recognition, subsequently facing difficulty in reading, word identification, and comprehension of meanings. Students will only be able to comprehend and communicate the content of a book successfully when they can accurately recognize, read, and interpret words.

The lexical part of written communication necessitates concentrated attention, as students must accurately write, pronounce, and read words to convey clear and relevant information. This underscores the

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fundamental importance of vocabulary in language acquisition. Consequently, vocabulary is essential for enhancing English-speaking proficiency among students in higher education. In foreign language programs, the instruction of lexical content functions as both an objective and a means for achieving proficiency in English pronunciation and communication.

The methodological organization of lexical teaching pertains to the systematic approach to vocabulary learning, encompassing the selection, distribution, classification, and presentation of lexical content. It entails enhancing the lexical dimension of speech activities through the formation, instruction, and automation of vocabulary abilities to facilitate efficient communication.

In non-philological higher education institutions, vocabulary instruction possesses unique attributes, and the enhancement of lexical competencies differs correspondingly. The methodological framework of vocabulary training has certain issues that require consideration.

These challenges include:

- Time allocated for vocabulary learning.
- Students' age.
- Training objectives.
- Stage of language acquisition.
- Students' proficiency level.
- Complexity of word meanings, whether abstract or concrete.

Addressing these factors is key to effective foreign language vocabulary instruction.

Educators should address the issues children encounter in language acquisition and identify appropriate strategies to mitigate these difficulties. This necessitates an analysis of the interrelations among the foreign language, the native language, and Russian concerning word form, meaning, and usage. To tackle these issues, suitable methodologies and strategies are chosen according to the characteristics of each word. This guarantees that students have a systematic method for vocabulary acquisition, enabling them to utilize words more proficiently in communication. Interactive approaches are extensively employed, having demonstrated the highest efficacy in imparting foreign language knowledge to students in non-philological colleges.

When choosing a teaching method for foreign language lessons, it is essential to ground the selection in the didactic purpose of each lesson to guarantee good learning outcomes. Employing interactive techniques significantly improves proficiency in foreign languages. Well-organized lessons captivate pupils, stimulate interest, and encourage autonomous practice.

The interactive approach facilitates the development of interaction skills, fosters active participation, and promotes independent thinking among students. Notable interactive tactics encompass the “mental (intellectual) attack” method, “opposite attitude” method, “severe attack of thoughts”, “cluster method”, “correct placement of pictures” method, “small group collaboration”, and “role-playing games”. These techniques foster engagement and enhance comprehension in language acquisition (O. Tolipov, M. Usmonbaeva, 2006).

This method enables students to evaluate their proficiency in lexical units of a foreign language while facilitating the exploration of vocabulary diversity and the assessment of their skills. Through the implementation of these interactive techniques, students assume a central role in the learning process, while educators facilitate and promote active engagement in language instruction.

The benefits of this approach for students include:

- Establishing effective interaction between teachers and students.
- Ensuring deep understanding of the subject.
- Developing independent, critical, and creative thinking skills.
- Creating opportunities for students to realize their potential.
- Promoting democratic and humanistic values in education.
- Achieving higher learning outcomes.
- Enhancing student motivation.
- Considering previously acquired knowledge.
- Adapting lesson intensity to student needs.
- Encouraging student initiative and responsibility.
- Learning through practical application.
- Facilitating open discussions and active engagement.

The aforementioned considerations clearly indicate that the integration of interactive approaches in foreign language instruction is vital for improving the efficacy of the educational process. For students in non-

philological universities, these methodologies are crucial for attaining a profound and thorough understanding of English.

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