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Deviation Analysis in the Study of Objects of Result and Direction in Chinese

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Abstract

In this article, I have studied the results of many researches on complementarity in the process of teaching Chinese as a foreign language by observing the speech habits of classroom groups. Combining the results of the research with my teaching practice, by teaching in the classroom, checking students' homework and daily oral communication, summarizing the mistakes made by students in the process of mastering objects, making conclusions and relevant A teaching strategy was proposed.

Key Words: Deviation, interference, HSK 标准汉语, 发展汉语, connected components, predicate.

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Introduction. "The object fills the result, level, direction, possibility, condition, amount, etc. of the predicate in the verb + object combination. Objects are used to complete the main word expressed by verbs or adjectives. The relationship between the object and the predicate is that of object and object, explanation and explanation. It is used to explain situations such as "how", "how many times", "where", "when", "what happened in the end". The position of the object in the sentence comes after the main word, except for directional verbs, numbers, prepositional phrases, and some adjectives can be used as direct objects. Objects are mainly represented by adjectives, number, directional verbs and prepositional phrases, and various relative clauses can also often act as objects.

Literature review. Due to the important role of the complementizer in Chinese grammar, research on complementizers in teaching Chinese as a foreign language has also attracted much attention. The predicate-object structure is one of the most painful and difficult parts of teaching Chinese as a foreign language. It is even more difficult for Chinese language teachers to teach their students about the complementizer, and for Chinese language learners to learn and master. Why is this? Because English, Japanese, French, Russian, German, Uzbek and other foreign languages do not have such a syntactic structure. This is certainly one of the important factors that is difficult to master, but one of the most important factors is that this structure itself has its own complexity. This complexity creates difficulties in

teaching. In "Research Materials on objects in Modern Chinese" (Lu Jianming, 1989), "For foreign students, the possibility (potential, maybe) object is a grammatically difficult type to master. First, foreign languages usually do not have similar expressions, so they find it difficult to master it; Secondly, we teachers often explain the objects of possibility (potential, perhaps) "能 neng (which means "can" in English), students naturally "能 neng"s they think that possibility (potential, maybe) can completely replace their objects, so they don't work hard to learn the objects of possibility (potential, maybe). As a result, students do not use it or try to avoid using it.

The Structure of Complementary Grammar for Foreign Chinese Students itself has complex classifications from the first, and there are overlapping parts between the classifications, which makes it complicated and difficult to understand. Second, complementizers are very common in everyday Chinese communication, so whether you're at the beginning, intermediate, or advanced stages of learning Chinese, complementizers are an inevitable focus of your teaching. "Over the years, the supplementary system in the teaching of Chinese as a foreign language has become a negative factor affecting teaching because of its many categories (eight categories), wide scope, and complex application" (Lu Wenhua 2001). Even this system was considered "the most unscientific and the most difficult to use in teaching" (Peter-Kupfer 1990). In response to this situation, Lu Wenhua simplified and summarized

the object system based on the structural characteristics and combination methods of the object and divided it into three new types: connected verb-object structure, compound verb-object structure and quantifiers after the predicate.

However, although the classification has been simplified and foreign Chinese students understand the concept of object in Chinese better than before, the author believes that the use of specificity in teaching Chinese language learners is not very useful in their acquisition. Therefore, this article will still focus on the mistakes made by foreign students at the initial stage of education, still taught according to the traditional supplementary classification method.

Analysis and results. An analysis of errors in elementary students' learning of Chinese language objects. Deviation - in the process of learning a foreign language as a second language, the learner's unconscious deviation from the language being studied, errors or shortcomings that is standard in the foreign language.

Deviation analysis is the analysis of errors made by learners in the process of learning a second language, identifying the patterns of errors made by second language learners, including the types of errors and the causes of errors, etc.

1. Deviation analysis of the object of the result

A result object is a object that represents the result of an action or behavior. The object of the result is combined, and the composition comes in the form of verb + object of result (usually an adjective or a verb).

Because the result object is the most typical and also the most widely used of the object types, the result object is prioritized in most textbooks.

In the grammatical part of the 15th lesson, the object of the result is defined as follows.

1) Objects expressing the result of an action are objects of this result. Objects of result are usually expressed by verbs or adjectives. For example, “打通”, “说对”.

2) “到” when the verb is used as a object of result, it can mean that a person or a moving object has reached a certain place or a certain time through the movement of a person or that they have reached a certain level as a result of the movement. For example: 朋友回到塔什干了。/ 我们学到第五课了。/ 前天晚上工作到十二点。

3) The negative form of sentences with a object of result precedes the verb “没(有)” It is carried out by using it. For example:

朋友没买到去北京的火车票。/ 爸爸没有找到姐姐。

Since the students in the group have only been learning Chinese for four months, the introduction of the result object is also very simple and clear. They will be able to form several typical sentences with objects of the result based on the nouns, verbs and adjectives they have learned. It allows students to remember it through various pictorial exhibitions and translation methods. Then, during further studies, he gradually improves his understanding of the object of the result.

Through feedback on teaching grammar issues during the lesson and explaining post-lesson exercises, the following main mistakes were summarized:

1) Since the students are not used to this new sentence form, it is naturally expressed using the simple form, that is, the action and the result of the action in two sentences are described separately. For example:

朋友回到塔什干了 (a state of deviance: 朋友回了。朋友在塔什干)

我们学到第五课了 (a state of deviance: 我们学习, 已经学了五课)

前天晚上工作到十二点 (a state of deviance: 前晚工作。十二点在工作)

2) When converting the object of the result into the negative form, “不”+ express the negative form using the result object formula. For example:

朋友打通电话. (a state of deviance: 朋友不打通电话)

朋友没买到去北京的火车票. (a state of deviance: 我不买到去北京的火车票)

3) When converting the object of the result to the negative form, the negative suffix “不” is placed between the verb and the object to form a possibility (potential) object. For example:

朋友打通电话. (a state of deviance: 朋友打不通电话)

朋友没买到去北京的火车票. (a state of deviance: 我买不到去北京的火车票)

4) Adjectives or verbs that come after a verb are mistakenly used, or just any verb or adjective. For example:

朋友打通电话. (a state of deviance: 朋友打对了电话)

朋友回到塔什干了. (a state of deviance: 朋友回去了塔什干)

5) When a object is expressed by a word of the adjective phrase, it uses adverbs that make a word in the sentence instead of the object of the result.

这道题他写对了 (a state of deviance: 这道题他对地写了)

他吃多了 (a state of deviance: 他多地吃了/他多吃了)

6) Dropping the result placeholder. For example:

前天晚上工作到十二点. (a state of deviance: 前天晚上工作十点)

朋友打通电话. (a state of deviance: 朋友打电话了)

朋友回到塔什干了. (a state of deviance: 朋友回塔什干了)

5) Omission of the polished word. For example:

他吃饱了 (a state of deviance: 他饱了)

朋友回到塔什干了. (a state of deviance: 朋友到塔什干了)

2. Direction Object Deviation Analysis

Adverbs of direction also act as verbs of direction and can be divided into simple and complex adverbs of direction. Simple directional objects 进, 出, 来, 去, 上, 下 includes such as, and Complex line objects 上来, 下来, 进来, 进去, 起来 includes the like. The most difficult aspect of directional object is, firstly, they are used in their own meaning and in an expanded sense, secondly, their meaning is very complicated, and thirdly, it is difficult to learn the exact place of the object and the object in the sentence.

In our currently used textbooks, directional objects are explained as follows:

Usually after some verbs “去”, “来” s when used as a object, it expresses the direction of the action, and such objects are called directional objects. If the action is directed to the speaker “来” with , if the opposite is true, we use with “去” For example:

上课了, 快进来吧。(说话人在里边)

朋友不在家, 出去了。(说话人在家里)

大卫, 快下来!(说话人在楼下, 大卫在楼上)

In addition, the textbooks also describe the cases where directional objects come with a object:

1) If the verb is followed by a directional object and a place name object, the place name comes between the verb and the directional object. For example: 大卫快下楼来吧。/ 上课了, 同学们进教室来了。/ 朋友到北京去了。/ 大卫回宿舍去了。

2) If there are other objects (that is, not representing the name of the place), they can come between the verb and the object, and can come after the object. In general, the action has not yet taken place “来 (去)” before, in cases where the action has already taken place “来 (去)” is used after, For example:

我想带笔记本电脑去。/ 朋友没买香蕉来。/ 我带去了一个笔记本电脑。/ 朋友买来了一斤香蕉。

The main mistakes that students make when learning directional objects can be summarized as follows:

1) Case of omitting direction object.

For example:

上课了, 快进来吧。(a state of deviance: 上课了, 快进吧)

我想带笔记本电脑去。(a state of deviance: 我想带笔记本电脑)

大卫, 快下来! (a state of deviance: 大卫, 快下!)

2) Use the direct object as a participle in the case of omitting the verb before the object. For example:

上课了, 快进来吧。(a state of deviance: 上课了, 快来吧)

大卫, 快下来! (a state of deviance: 大卫, 快来!)

3) Using directional verbs in the conjugation without understanding their meaning well, confusingly and stiffly. For example:

十点了, 他怎么还不来。(a state of deviance: 十点了, 他怎么还不起来)

今天我很高兴。(a state of deviance: 今天我很高兴起来)

4) Because the directional object expresses the direction of an action, it is sometimes confused and mistaken by learners. For example:

你快去图书馆吧。(说话者在教室) (a state of deviance: 你快来图书馆吧)

上课了, 同学们进教室来了。(说话者在教室) (a state of deviance: 上课了, 同学们进教室去了)

5) Making mistakes in the place of the directional object and the object in the sentence. For example:

大卫快下楼来吧。(a state of deviance: 大卫快下来楼吧)

朋友到北京去了。(a state of deviance: 朋友到去北京了)

Due to individual differences in learning Chinese among our students, various errors occur in the process of

learning the object. However, if we look at the training process and generalized errors of the four types of complementizer above, we can see that these errors still have their own rules. Below, we have analyzed the common causes of errors based on the students themselves, the textbooks, and the teaching aspects of the teacher.

Conclusion. In this article, the mistakes made by our students in the

process of mastering the complementizers, the conclusions gathered during the daily lesson, the mistakes made in the homework, suggestions and concepts were given based on relevant research. We hope that this will serve as a small resource for students in their study of grammar and Chinese in general.

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The Problem of One-Member Sentences in Uzbek and English

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Abstract

This article addresses issues of one-member sentences in Uzbek and modern English. The notion of incomplete sentences has been of great importance for linguists from different parts of the world. There were no special works devoted to incomplete sentences. The main significant research of this matter were the thesis of A.N.Nazarov and the work of A. A. Shakhmatov, and it is concluded that it is impossible to give a satisfactory definition of incomplete sentences based on a grammatical structure, as well as the impossibility of putting forward clear criteria for dividing sentences into complete and incomplete. It is due to the fact that the definition of incompleteness for a long time was based not on structural-grammatical, but on semantic features. However, many questions of the theory of one-member sentences still remain unresolved including their structure and peculiarities, also the relationship between various linguistic factors have not been completely clarified.

Key Words: coherent sentence, one-component structures, approach, verbal form.

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Within the logical direction, one-member sentences were considered incomplete because the sentence, as a syntactic unit, a mandatory two-part structure was attributed, which must reflect the duality of a logical judgment. The nature of monocomponents proposals was not fully clarified and in the works of representatives of the logical directions. In particular, the existence of proposals without predicates. Therefore, sentences of the nominative type were considered incomplete.

The great role of A. A. Shakhmatov in the development of the theory of one-member sentences. Pushing a sentence with one main member into a one-part one, he gives the following characteristics to the main member: "a member of the sentence, corresponding in meaning to the combination of subject and predicate, we call it the main member of a one-member sentence"

In terms of conveying a message, every coherent sentence serves its purpose by effectively communicating what needs to be expressed. For a sentence to qualify as such, it must fulfill its primary communicative function; otherwise, it would not meet the criteria of a sentence. Regardless of their structural characteristics, sentences within a given context fully express the ideas contained in them. This is crucial, as incomplete transmission of messages through sentences would render interpersonal communication impossible. Hence, viewed from this perspective, the concept of incomplete sentences ceases to exist entirely.

Instances of informal speech, classified by I.A. Popova as "undeveloped" or "essentially incomplete sentences," signify thoughts lacking sufficient differentiation, remaining unresolved and not yet distinctly combined into verbal representations. Essentially, these expressions indicate thoughts that have not been fully shaped, preventing them from becoming a fully realized linguistic phenomenon. Such formations cannot be considered sentences at all, a definition passed down from A.A. Shakhmatov, which categorizes them as either "sufficiently" or "insufficiently" differentiated. In other words, if a thought has not yet sufficiently evolved into a linguistic phenomenon, it will never transform into a fully articulated sentence.

A significant contribution to the development of one-component structures was made by A.A.Peschkovsky, V.V.Vinogradov, P.Yu.Arutyunova, V.V.Babaytseva and others.

In modern linguistics, the question of one-part sentences is decided unambiguously, but not indisputably, there are a number of aspects that require further research. These include the following:

We accept the point of view according to which in the considered languages there are 2 structural-semantic types of sentences two-member and one-member, which are opposed to each other according to following signs:

- 1 structure;
- 2 semantics;
- 3 logical-communicative aspect.

We are of the opinion that the main thing when distinguishing one-component and two-part structures, as well as when identifying varieties one-member and two-member sentences is a grammatical criterion.

In addition to the grammatical indicator, it is necessary to take into account the types of judgments determining formal-structural types of sentences.

Based on the aforementioned evidence, it can be concluded that when examining a sentence within its context and assessing completeness of meaning, all sentences are inherently complete. From this perspective, sentences that are deemed incomplete do not exist. In any given context or situation, each sentence, considering its structure and function, is comprehensive in terms of content. In this context, we differ in opinion from A.N. Nazarov, the author of the dissertation "Incomplete Sentences in Russian," who asserts that "the incompleteness of a sentence is primarily determined by the semantic incompleteness of its content." This perspective leads to the exploration of grammatical phenomena solely through the subjective interpretation of the meaning of corresponding sentences, relying on the intuitive linguistic sense of the researcher. Consequently, it results in subjective assessments and conclusions.

This study employs a descriptive research approach, drawing inspiration from Z. Harris and C. H. Friz. By applying their methodology, the study successfully streamlines the diverse array of specific sentences found in texts into a limited set of

models. In certain instances, elements of transformational analysis were incorporated to substantiate specific positions, serving the purpose of "identifying language units at the syntactic level." The utilization of these methods has proven effective in clarifying the characteristics of both incomplete and complete sentence models.

To delineate the scope of distribution for a particular model of incomplete sentences, contingent on the lexical meaning and grammatical form of its constituent words, a calculation method was employed. This approach facilitated the determination of a specific probability level associated with the occurrence of a given model of incomplete sentences.

Indeed, a considerable portion of formally complete sentences in coherent speech, when removed from their context, fails to convey the full depth of thought that they possess within that context. The semantic connection between contextual sentences and the relative inadequacy of an isolated sentence is demonstrated through various means, such as the use of pronouns (both personal and demonstrative), conjunctive particles, conjunctions at the start of sentences, introductory words, and other devices. For instance, consider the following sentences: "His political work is smaller in volume and narrower in range than that of his two great contemporaries, but it reflects more clearly than the poetry of either, the collapse of faith that was a tragedy in many sincere lives of the period." Nevertheless, this sentence cannot be regarded as complete in meaning or

even clear in content without a preceding sentence that establishes the subject relationship of personal pronouns: "Eminent alike as poet and critic, Matthew Arnold holds a place of singular distinction among Victorian writers" [6]. However, even this sentence lacks complete clarity without a more extensive preceding context, as the content of the group "two great contemporaries" remains unclear [7].

When a sentence is considered within its context, viewed as a part of the whole, it gains full meaning. This observation aligns with V.V. Vinogradov's insight: "Taking into account all the means of expression, situation, and context, considering the structural and grammatical features of the so-called incomplete sentences, almost every one of them will be 'complete,' i.e., adequate to its purpose and effectively performing its communicative function" [8]. In assessing sentence incompleteness, the perspective taken is that a sentence, in terms of its model, is not a product of creative expression; rather, it represents a pre-established, replicable unit. "The positional model of the proposition is a ready-made tool, a pre-existing structure." From the standpoint of its model, a sentence is a linguistic unit—not because it can express a complete thought, but because it is a fixed structure, a prepared model reproduced in speech as an identifiable structure.

Simultaneously, errors in speech may arise from deviations in the developed models within the language system; certain components of these models might be omitted. However,

this doesn't negate the fact that a sentence like "Wish I were the same" is not a novel construction but rather embodies the same positional model (structure) as the sentence "I wish I were the same." Similarly, consider the statement "You coming, Scobie?"—it can only function as a communicative unit because its positional model aligns precisely with the positional model of the sentence "Are you coming, Scobie?" These errors or incomplete structures derive from and are constructed based on existing models within the language system. They remain intelligible solely because they adhere closely to the complete sentence's exact structure. For instance, sentences such as "Very pretty, that" or:

In accordance with the nature of the subject of judgment and the method of expression main member, one-part sentences are divided into verbal and nominal. A special place among verbal and nominal structures is occupied by infinitive sentences in which the main member - the independent infinitive - combines the properties of a verb and a noun.

In any classification there are no single-component predicative units' consistent application of a single criterion. Impossibility in classification of one-part sentences according to one principle leads to the need to take into account various factors: features of predicativeness, paradigms and morphological expression of the main member.

This interdependence, termed by V.G. Admoni as the "projection of syntactic relations" of the copula position, indicates the omission of the verbal form in one or more elements.

Additionally, the loss of the verbal form in one of the sentences is corroborated by corresponding sets of sentences. T.P. Lomtev articulated this concept, stating, "The position of the verbal form in a sentence is determined not only by the data representing a single sentence taken in isolation but also by those representing correlative series of different types of sentences, i.e., language systems in general." Building on this evidence, much like T.P. Lomtev, we assert that the distinction between incomplete and complete sentences is not contingent on the absence of specific positions but rather on the fact that incomplete sentences are "presented negatively, i.e., they are not represented by separate verbal forms."

In conclusion, we establish that an incomplete sentence is a

straightforward two-part sentence, characterized by an incomplete expression of the positional model in verbal forms, where one or both of the primary positions are presented negatively. One-member sentences can be synonymous not only with two-part constructions also synonymy can be observed in some cases with different types of one-member sentences. The following structures act as synonyms:

1. Definitely personal - impersonal sentences.
2. Definitely personal - infinitive sentences.
3. Vaguely personal - impersonal sentences.
4. Impersonal - nominative sentences.
5. Impersonal - infinitive sentences.

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Formation of Reading Literacy and Increasing the Activity of Pupils in Primary Education

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Abstract

This article deals with the forming of reading literacy and comprehension in primary level education. In addition, it provides several feasible notions from prominent pedagogues who contributed in this sphere as well as gives importance of PISA in primary education in particular in reading literacy.

Key Words: reading literacy, skill, experiences, functions, approaches, strategies.

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Introduction. The necessity for reading in order to effectively socialize, pursue higher education, and further one's own growth is the broad definition of reading literacy. The development of reading literacy is thought to involve the acquisition and development of skills such as readiness for semantic reading (perception of written texts, analysis, evaluation, interpretation, and generalization of the information presented in them), the capacity to extract the information required for its transformation in accordance with educational activities, and the ability to navigate in real-world situations with the aid of various textual information. Primary school education is when these skills are developed to a larger level. As such, the development of reading literacy in elementary schools is crucial.

The primary goal of Uzbekistan's contemporary education system is to guarantee the excellent caliber of instruction delivered by educational institutions.

In 1991, the term "reading literacy" first surfaced in relation to international testing. According to PISA, "reading literacy is a person's ability to understand and use written texts, reflect on them and engage in reading in order to achieve their goals, expand their knowledge and capabilities, and participate in social life" [1].

Now that the idea of "reading literacy" has been clarified, it can be seen that graduates of the school must possess the specific reading abilities required for full-fledged work with texts if reading is to be relied upon as the primary form of instruction.

An accomplished reader should possess both of these skill sets:

- the capacity to gather information from the text and make the most basic conclusions solely based on it;
- the capacity to gather data and draw clear, concise conclusions;
- locate explicit information in the text; make simple conclusions based on the text;
- skills derived from personal reflections on what has been read;
- incorporate, interpret, and assess the text's content in light of the reader's prior knowledge;
- to make connections between ideas that the author does not convey directly; to interpret these connections in light of the text's overall theme; and to piece together the author's notion using the text's formal features (genre, structure, and language) in addition to the material it contains [2].

The qualities of primary school graduates' reading independence are correlated with their reading literacy levels.

A pupil who demonstrates a high degree of reading literacy is prepared for the next educational level. When it comes to interpreting and assessing the meanings of literary and creative works that don't deviate greatly from their speech, daily experiences, and knowledge, these pupils essentially don't require assistance. With the aid of fresh knowledge, ideas, and experiences expressed in writing, high-level readers are prepared to master the reading skills necessary to broaden and change their own experiences and knowledge.

For readers who have not yet grasped the fundamentals of reading, an average level of comprehension is common. They all require assistance in order to proofread text messages and develop their own interpretations based on it. This helps them comprehend the parts of the text that do not conflict with their own experiences. It also helps them become proficient in written communication and work together with people whose perspectives on the world and experiences are different from their own.

Because they do not comprehend texts well, children are unable to accept the teacher's assistance in using textual forms of communication regarding human feelings, thoughts, and information for self-education.

The restoration of language's intercultural functions and the advancement of humanistic educational tendencies are the two main goals of contemporary Uzbek education. A component of the humanitarian education system is language instruction, which centers on the study of human behavior as it relates to the outside world [3].

A person's speech is a reflection of his or her worldview. Multilingualism is becoming increasingly in demand in society as a result of our nation's growing openness, the growth and fortification of interstate, political, economic, and cultural links, and the globalization of all sectors of life. Future generations won't be able to completely engage in cross-cultural communication due to linguistic ignorance.

The development of functionally literate individuals is one of the most significant responsibilities of a contemporary school. "Functional literacy": what is it? The capacity to interact with others and swiftly adjust to and navigate the external world is known as functional literacy. Primary schools lay the groundwork for functional literacy by providing extensive instruction in writing, reading, speaking, and listening, among other speech activities.

The following skills and abilities are repeated in the "Language and Literary Competence" component of the curriculum for the topic cycle "Language and Literature" at various educational levels; without these, it is difficult to handle handling crucial tasks in today's world:

ability to create texts of different kinds (literary, applied, and informational texts); ability to extract information from various sources; ability to locate and critically assess information from the media and the Internet; ability to use and refer to sources;

possess the ability to comprehend and utilize tables, diagrams, and symbols while creating your own writings;

use a variety of reading techniques when working with literature.

Students should learn from their schools how to use the knowledge they have learned in their daily lives. The text plays a unique role in the educational process in terms of "reader's literacy". Completing duties related to education as well as education itself is beneficial. in the

development of a person's moral and spiritual attributes. An exercise in the formation of coherent speech is based on a literary text. Text analysis is the primary technique for enhancing text perception [4].

There are a variety of approaches and strategies for dealing with text in the modern world. For instance, pupils in grades 3 through 4 can already be taught the technique of discussions and debates. The suggested approach is particularly intriguing for older adolescents since it helps them develop the abilities to interact with people of all backgrounds and keep a conversation going while adhering to social norms and regulations, listening to others, encouraging them to talk further, and adapting their speech pattern when needed.

Selecting a method for forming reading abilities in educational practice is made more difficult by the notion that reading literacy is one of the anticipated outcomes of elementary education.

Current educational methods place a strong emphasis on the need to see changes in children as a result of learning, which are influenced by a variety of factors, including the child's activity level, attitude toward it, degree of cognitive interest, and readiness for independent study and self-education. In addition, the child's communicative domain is the primary focus of personality development at this age. For him, positive interactions with other people are essential. This makes a communicative-activity approach pertinent, which presupposes that the educational process is organized in a way that emphasizes students' active

contact with the teacher and with one another, as well as the educational collaboration of all participants in the session [5].

When reading comprehension is established in grades 3 - 4, the literary work and its meanings take center stage in the lesson. The communicative-activity strategy is put into practice by packing the lesson with relevant material, selecting tools that are appropriate for the job, and providing strategies for completing the work so that you may develop the required reading abilities. Students may interact with life and openly express their ideas, views, and points of view with this method. The project approach, presentation security, and the development and performance of computer presentations are additional tools available to you during the sessions that can assist you in overcoming challenges related to your own experiences, discomfort, and insecurity. In the classroom, students work independently utilizing the "Fishbone", "Insert", "Evaluation window", and "Cinquain" approaches. These techniques aid in the interpretation, systematization, critical evaluation, analysis, and drawing of conclusions from the perspective of the problem being solved [6].

Working with text has a specific position in the development of pupils' speech.

Conclusion. To sum up, we would like to state that the use of a variety of strategies and tactics for the development of "reading literacy of schoolchildren" in Uzbek language and literary reading lessons enables students to learn how to reason by

analogy, search for patterns, and find answers on their own. This, in turn, increases students' motivation to learn; children read more; they also learn to take control of their learning outcomes, collaborate, and feel accountable for their own and others' actions. Finally, they are able to argue their points of view, listen to their opponents, and engage in dialogue.

These teaching strategies enable kids to become more creative, have active lives, and build creative personalities.

Primarily, the efficacy of this endeavor is contingent upon the educator, whose role as the coordinator of learning exercises is to take on the role of a significant and captivating player in this process.

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The Role of Dictionaries in Teaching the Language and the Impact of Artificial Intelligence

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Abstract

The sector of teaching foreign languages, especially the Arabic language, has witnessed a remarkable development thanks to technological development. Searching on the Internet has become part of the educational process. This development may lose its luster in the face of artificial intelligence's control over technology and computer programs, which indicates an unprecedented radical transformation. In language teaching in particular and the educational process in general. This article aims to shed light on the relationship between artificial intelligence applications in supporting dictionaries, especially electronic ones, and harnessing it to increase the effectiveness of language learning, and the necessity of benefiting from the use of artificial intelligence applications in a way that helps students who want to learn languages, and makes the learning process easy for learners, while it must Taking into account the placement of words in Arabic sentences.

Key Words: Electronic dictionaries, translation, teaching the Arabic language, technology, smart applications, Artificial intelligence.

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Introduction. Learning languages, especially the Arabic language, is a process that requires dedication, patience, and perseverance. However, there are many tools that can help in this regard. One of the most effective tools for learning Arabic is the dictionary. This article will explain how dictionaries can help in learning the Arabic language.

What is a dictionary and how to use it?

First of all, it is necessary to clarify that the dictionary or "lexicon" is: a book that includes linguistic vocabulary arranged in a specific order and explanations of these words, or mentioning their equivalents in another language.

Terminologically: it is the book that contains the explanation of linguistic vocabulary and words, clarifying their meanings, characteristics, and connotations.

The word "lexicons" is derived from the Arabic word "لِجَان" as if it is an indication that the lexicon was originally used by non-Arabs who do not speak the Arabic language.

It is worth noting that the word "dictionary" is used synonymously with "lexicon". Over time, some people thought that this word is a synonym for the word "lexicon" and it spread among researchers and scholars alike.

One of the modern uses is to call the lexicon a dictionary whether it is in Arabic or English or bilingual.

We notice that Arabic lexicons, old and modern, have a fundamental role in preserving the authenticity of the Arabic language. They are a tool for preserving human heritage and its language throughout the ages. Today,

scholars cannot do without these lexicons and their development because they are deeply aware that the reason for the death and extinction of any language lies in the neglect of this science.

Why are dictionaries compiled?

Dictionaries are extremely important resources in the Arabic language, as they clarify the pronunciation and spelling of each of the words included in them. They help develop proficiency in general and enhance the acquisition of receptive skills for learners of Arabic.

Dictionaries also help preserve the Arabic language and maintain the beauty of the language of the Qur'an, which is characterized by eloquence and brevity.

We find that they have an important role in spreading the Arabic language and expanding the number of its speakers, which is one of the great goals that all Arab and Islamic institutions strive for.

Acquiring the Arabic language contributes to the elevation of a people above other peoples due to the transfer of culture and sciences using translation and dictionaries and increasing the desire to learn the Arabic language, which is a phenomenon that is increasing and spreading. Not only that, but the rate at which the Arabic language is spreading is fast and may sometimes exceed other languages in some regions and countries, as it is one of the fastest languages among its peers in other languages and in specific countries (Central Asia).

Dictionaries are one of the most important tools for acquiring

languages in general and the Arabic language in particular due to the abundance of synonyms and derivations of Arabic words. Among the advantages of employing dictionaries in learning and teaching Arabic as a second or foreign language are:

Benefits of using dictionaries in learning a foreign language:

1. Improves overall proficiency:

Dictionaries provide definitions, examples, and grammatical information for words, which helps learners understand and use them correctly. This leads to improved reading, writing, speaking, and listening skills.

2. Enhances receptive skills:

Dictionaries help learners understand the meaning of words and phrases they encounter in texts or conversations. This is essential for developing receptive skills, such as reading comprehension and listening comprehension.

3. Promotes accurate pronunciation:

Dictionaries provide phonetic transcriptions of words, which helps learners pronounce them correctly. This is especially important for learners of Arabic, as the pronunciation of some letters and sounds can be difficult for non-native speakers.

4. Builds confidence:

When learners can look up words they don't know and find clear and concise definitions, it gives them confidence in their ability to use the language. This can motivate them to continue learning and using Arabic.

5. Expands vocabulary:

Dictionaries provide learners with a wealth of new words and phrases to learn. This helps them expand their vocabulary and express themselves more precisely and fluently.

6. Provides grammatical information:

Dictionaries provide information about the grammatical features of words, such as their part of speech, gender, number, and conjugation. This helps learners use words correctly in sentences.

7. Facilitates self-learning:

Dictionaries are a valuable resource for self-learners. They allow learners to look up words and phrases independently and at their own pace.

8. Promotes critical thinking:

When learners use dictionaries, they are encouraged to think critically about the meaning and usage of words. This helps them develop their analytical skills and become more effective language learners.

9. Enhances cultural understanding:

Dictionaries often include information about the cultural context of words and phrases. This helps learners develop a deeper understanding of the culture of the target language.

10. Improves spelling and writing skills:

Dictionaries can help learners improve their spelling and writing skills by providing correct spellings and examples of how words are used in sentences.

Overall, using dictionaries can be a highly beneficial way to improve your foreign language skills.

Using Modern Dictionaries

It is known that the first dictionary we hear of was compiled by F. Raphelng in the 16th century and printed after his death in the early 17th century in 1613.

Modern dictionaries must also be characterized by development and keeping pace with the times. I do not mean the traditional and conventional concept of development here, the outputs of which are often limited to:

- Luxury printing
- Dividing different topics in a different way
- Issuing an electronic version of it... and so on.

What is meant by the development of dictionaries?

What I mean by development here is fruitful interaction and the exploitation of artificial intelligence in simulation and education.

It is known that learning a language using the method of practice and dialogue with others is one of the fastest and shortest ways to learn a language. There are other vague concepts in the learning process. For example, put children with native speakers of a language, and the language will be easily absorbed. Then put children with a set of books, and you may find chewed corners on the covers, but the children still cannot read. Why do many students struggle with reading when they seem to absorb their mother tongue like a sponge? Why do students often struggle when it comes to learning in traditional ways?

Here are some of the ways that modern dictionaries can be used to improve language learning:

- Providing interactive exercises and activities that help students

practice using the language in a meaningful way.

- Using artificial intelligence to provide personalized feedback and support to students.
- Making use of multimedia resources, such as audio and video, to help students learn the language in a more immersive way.
- Connecting students with native speakers of the language for practice and conversation.

By using modern dictionaries in these ways, we can make language learning more engaging, effective, and enjoyable for students.

How to Utilize Dictionaries in Teaching Arabic

The Role of Electronic Dictionaries in Translation, Knowledge Transfer, and Foreign Language Teaching, Including Arabic for Non-Native Speakers

Electronic dictionaries have become an essential tool for translation today, and are indispensable for any professional translator. They not only provide translations for words in different languages and clarify their meanings, but also work to revive the language and culture of other communities by employing the semantic meaning of these words and their equivalents in other languages.

In addition, using language dictionaries, especially electronic ones, while teaching Arabic to non-native speakers helps to strengthen the students' linguistic repertoire. Dictionaries contain the culture of the native speakers and are rich in their vocabulary and general and specific structures.

In bilingual dictionaries, we see that examples can play another important function. They can be chosen to give the reader an idea about the civilization of the speakers of the foreign language that the dictionary deals with. And we can spread the foreign civilization in the dictionary, to a large extent, through examples and quotes.

Bilingual Lexicography and Foreign Language Teaching

The Place of the Bilingual Dictionary in Foreign Language Lessons

Although the first English bilingual dictionaries were classified as a specific tool used by foreign language students, especially Latin, French and Spanish, many foreign language teachers today do not tend to use bilingual dictionaries. This position stems from the philosophy underlying the (direct method) of foreign language teaching.

Negatives

In addition to the positive role of the dictionary in teaching Arabic, we find that it has some shortcomings and criticisms, including:

- The lack of examples and sentences that illustrate the correct usage of words.
- The lack of cultural information and context.
- The difficulty in finding the right word, especially for beginners.
- The reliance on the dictionary can lead to laziness and a lack of critical thinking.

Despite these shortcomings, electronic dictionaries can be a valuable tool for teaching Arabic if used correctly.

Here are some tips for using electronic dictionaries effectively in the classroom:

- Choose a dictionary that is appropriate for the level of the students.
- Teach students how to use the dictionary effectively.
- Use the dictionary to supplement other teaching materials.
- Encourage students to use the dictionary independently.

By using electronic dictionaries in these ways, we can help students learn Arabic more effectively and efficiently.

The Impact of Modern Technology on Learning Languages

With the development of modern technology and the emergence of various programs such as electronic dictionaries, instant translators, foreign language teaching programs, and the spread of e-learning via the internet, we still find a general weakness in retaining words that a person has learned.

For some people, technology has become an obstacle to learning rather than an aid in the educational process. This threatens the emergence of minds that are heavily dependent on technology and away from the traditional dictionary due to its fixed presentation method.

The progress made in translation programs, especially instant translation programs, and the developments that have entered and are developing for instant translation programs, have made the goal of learning foreign languages not a matter of effort or even the intended meaning, goal, or desired goal.

Difficulties in using electronic dictionaries:

- Difficulty in choosing the correct meaning of a word, as there are usually several meanings for each word.
- Difficulty in memorizing new vocabulary and expressions, as the dictionary contains a large number of words and expressions.
- Difficulty in using new vocabulary and expressions in conversation, as the learner needs more training to use these words and expressions correctly.

From here, we can conclude that developing specialized dictionaries for teaching Arabic, facilitating learning, and highlighting the ease of the Arabic language, contrary to the widespread idea among non-Arabic speaking countries, while preserving the authenticity of the language and its sound structure, are among the important goals that must be taken into account when publishing a dictionary.

Other problems faced by dictionaries dedicated to foreign language students:

- The lack of examples and sentences that illustrate the correct usage of words.
- The lack of cultural information and context.
- The difficulty in finding the right word, especially for beginners.
- The reliance on the dictionary can lead to laziness and a lack of critical thinking.

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By using electronic dictionaries in these ways, we can help students learn Arabic more effectively and efficiently.

In addition to electronic dictionaries, there are a number of other resources that can be used to help students learn Arabic.

These resources include:

- Textbooks and other course materials.
- Online courses and tutorials.
- Language exchange programs.
- Immersion programs.

By using a variety of resources and learning strategies, students can overcome the challenges of learning Arabic and achieve their language learning goals.

How to Present Audio Information in Dictionaries

Given that the phonetic spelling systems used to show the pronunciation of words can put a new burden on the student and may lead to incorrect pronunciation, Dr. Joseph Michel proposes a new way to solve this problem.

The new method requires each entry to be written on a card containing all the necessary information, such as the headword, its meanings, its grammatical rules, and verbal or visual

examples. The card also contains a magnetic tape that records the pronunciation of the headword and the explanatory examples. The cards are arranged alphabetically in a drawer similar to the index of a public library.

The student using this type of dictionary searches for the desired word in the index. If he finds its card, he studies the information written on it, then returns the card to its original place.

However, recording in general cannot be compared to the real sound produced by the human apparatus, especially if the situation is one of linguistic phonetic research.

The human voice has an interactive value in different life situations, because the recorded sound makes the student only listen, while the live voice involves interaction with many different senses, such as hearing, seeing, and observing the movement of the lips.

The Importance of Electronic Dictionaries in Teaching Arabic

1. Using language dictionaries, especially electronic ones, during teaching helps to strengthen the linguistic repertoire of students. Dictionaries contain the culture of native speakers and are rich in their vocabulary and general and specific structures.

2. In line with the qualitative leap in the world of technology and education, it was necessary for us in our day to work on using these electronic dictionaries and smart applications in teaching Arabic to non-native speakers.

3. One of the advantages of using dictionaries in learning and teaching Arabic as a second or foreign language

is that it helps to develop competence in general and enhances the acquisition of receptive skills for learners of Arabic in particular.

Here are some of the ways that electronic dictionaries can be used to improve language learning:

- Providing interactive exercises and activities that help students practice using the language in a meaningful way.
- Using artificial intelligence to provide personalized feedback and support to students.
- Making use of multimedia resources, such as audio and video, to help students learn the language in a more immersive way.
- Connecting students with native speakers of the language for practice and conversation.

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By using a variety of resources and learning strategies, students can overcome the challenges of learning Arabic and achieve their language learning goals.

How to Develop a Modern Dictionary

Developing a modern dictionary requires many steps and skills. The dictionary should be able to provide an

accurate description of the language used in general usage, and it should be designed, compiled, used, and evaluated properly. Using modern technologies, such as computing and artificial intelligence, can help improve the accuracy and usability of the dictionary.

Here are some steps you can take to develop a modern dictionary:

1. Define the scope and purpose of the dictionary.

- What type of language will it cover?

- Who is the target audience?

- What information will be included?

2. Gather data from a variety of sources.

- This could include corpora, dictionaries, and other reference materials.

3. Analyze the data and identify patterns.

- This will help you to determine the structure and content of the dictionary.

4. Write the definitions and other entries.

- Be sure to use clear and concise language.

5. Test the dictionary with users.

- This will help you to identify any errors or omissions.

6. Make revisions and updates as needed.

- A dictionary is a living document that should be updated regularly.

Here are some additional tips for developing a modern dictionary:

- Use technology to your advantage.

- Be user-friendly.

- Be comprehensive and accurate.
- Be up-to-date.

Here are some features that could be included in an electronic dictionary:

- Easy and fast search for words and meanings.

- Ability to import from other sources.

- Save new words and phrases in a personal database for later study.

- Highlight saved words and phrases when reading other texts.

- Provide flashcards and other tools for review at any time.

- Generate statistics that track learning activity and measure progress in language learning.

One of the most important requirements is the active interaction between the learner and the dictionary.

- The ability to share with different users who can be from different countries to complete joint projects between them.

Learning a language should be effective and efficient! Not everyone has a lot of time to dedicate to learning a language, maybe an hour or so a day. So the time the learner spends with the dictionary should be enjoyable, so that it stays with them. The learner should feel that whenever they take time away from listening, reading or speaking, as when reading the dictionary, they are not using their time efficiently, and certainly not enjoying it.

The Use of Artificial Intelligence in Dictionary Making

Artificial intelligence (AI) has become a common concept in our daily lives in recent times. It is a science that seeks to develop computer programs to be highly efficient, similar to human efficiency. We now find simulations in

the work of electronic programs for various mental operations performed by humans. AI has become a real and developing science day by day in various fields and knowledge, including the field of education, especially language education, including the Arabic language.

Audrey Azoulay, Director-General of the United Nations Educational, Scientific and Cultural Organization (UNESCO), said that while AI poses a number of risks to multilingualism, it also carries many opportunities and promises. It can facilitate dialogue between peoples and cultures by developing instant translation tools. It can also help people learn several languages and thus encourage the flourishing of the Arabic language.

The use of AI in electronic dictionaries and lexicons is now widespread, and we find that it has many benefits, including:

1. Recognition of sounds and speech with the ability to move objects.
2. Enabling learners to continue learning: The learning process becomes self-directed without being subject to supervision and monitoring.
3. Possessing a great ability to process the vast amount of information that is exposed to.
4. The ability to observe similar patterns in data and try to analyze them more effectively than human brains.
5. Trying to find solutions to unexpected problems using its various cognitive abilities.
6. Access to various technical fields that require logical thinking, knowledge, planning, and virtual

perception based on applying theories and choosing the right solutions.

7. Developing computer programs and technologies in various fields, such as electronic dictionaries.

The Role of Artificial Intelligence in Serving the Arabic Language

Artificial intelligence (AI) can play a significant role in serving the Arabic language by simplifying it for non-native speakers. This can be done through machine learning, whether in writing, speaking, or signing, as with robots. Additionally, AI can be used to provide smart services in the Arabic language.

AI can help the Arabic language spread globally and activate language planning by reforming the language's structure, sounds, and functions. It can also help standardize writing and grammar, build dictionaries, protect and update vocabulary, and support communication with Arabic-speaking communities. Furthermore, AI can support language policy through decisions made in the context of the relationship between language and life, ensuring that the language is used in education and learning.

We can see that the goal of using AI in dictionaries is to reach an understanding of human cognition and to try to simulate this cognition by developing computer programs and systems that can process human language at different levels in different situations that a person goes through in his life, such as anger, joy, sadness, and the influence of his feelings on the language he speaks.

We need cooperation between professors of technology and Arabic

language to prepare and design software that aims to:

1. Recognize speech and convert spoken text to written text: This should take into account the different dialects prevalent in Arab countries, as the same word can be pronounced in more than one way, leading to confusion and problems in writing that the system cannot understand. This can be addressed by adopting standard Arabic as a reference when designing Arabic language software.

2. Recognize how to convert written text to spoken text.

3. Recognize the different dialects of the Arabic language: Given the multiplicity of Arabic dialects from country to country and from city to city within the same country, most Arabic dialects are spoken and not written. We do not find books specific to the Egyptian dialect, the Gulf dialect, or other dialects such as the Levantine or even the Moroccan dialect, which is considered one of the most difficult Arabic dialects.

4. Recognize emotions and analyze feelings based on speech.

5. Recognize the patient's psychological state through their voice.

Here are some additional points to consider:

- AI can help to create more accurate and comprehensive dictionaries.
- AI can help to make dictionaries more user-friendly.
- AI can help to make dictionaries more accessible to people with disabilities.
- AI can help to make dictionaries more affordable.

The Role of Information and Communication Technology, Industrial Revolution Technologies, and Artificial Intelligence in Promoting the Arabic Language

Information and communication technology (ICT), industrial revolution technologies, and artificial intelligence (AI) can play a vital role in promoting the Arabic language and raising its status in the Arab world and around the globe.

The continuous and accelerating development of technology poses a challenge for academics in this nation to find ways to keep pace with the rapid pace of this era. Computational linguistics is a very important tool in responding to the modern challenges.

However, it still needs great efforts to develop and refine it in order to serve the Arabic language, its speakers, and its sciences.

Therefore, it is necessary to combine efforts in the field of Arabic computational linguistics between linguists and computer scientists. It is also necessary to spread computer awareness among linguists and encourage universities and research centers to allocate a course that focuses on Arabic language computing and to create a new specialization that supports the language department.

Conclusion. The Arabic language is a morphologically rich language. This richness makes the interaction between morphology (the study of the structure of words) and syntax (the study of the relationships of words in a sentence) more complex. The richer the language is morphologically, the more flexible the sentence is in its properties.

Predicting the sentiment of a text is not an easy task for machine learning. A lot of preprocessing is needed just to be able to run the algorithm. The main problem for sentiment analysis is the formulation of the automatic representation of the text.

Here are some additional points to consider:

- AI can help to create more accurate and comprehensive dictionaries.
- AI can help to make dictionaries more user-friendly.
- AI can help to make dictionaries more accessible to people with disabilities.
- AI can help to make dictionaries more affordable.

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Cross-Cultural Linguistic Expressions of Manners: A Comparative Study of Uzbek and English Behaviors from Cognitive and Linguocultural Perspectives

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Abstract

This article presents a comprehensive analysis of the vocabulary reflecting manners of behavior from cognitive and linguocultural perspectives, utilizing the Uzbek and English languages as a comparative framework. Employing a mixed-methods approach, including corpus analysis, cognitive linguistic theory, and cultural examination, the study explores how manners of behavior are encoded linguistically and conceptualized within these distinct cultural contexts. The findings reveal significant differences and similarities in the expression of manners, highlighting the influence of cultural values and societal norms on language use. In the Uzbek language, a strong emphasis on respect and politeness, particularly in familial and social contexts, is observed, whereas the English language exhibits a broader lexicon for describing both positive and negative aspects of behavior, reflecting Western values of individualism and personal autonomy.

Key Words: Cognitive Linguistics, Cross-Cultural Communication, Linguocultural Analysis, Manners of Behavior, Uzbek Language, English Language, Politeness Strategies, Sociolinguistics, Comparative Linguistics, Cultural Values.

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INTRODUCTION

The interplay between language, cognition, and culture offers a rich field of study, particularly in the domain of vocabulary reflecting manners of behavior. This article aims to explore this interplay from cognitive and linguocultural perspectives, using the Uzbek and English languages as material for analysis. The study investigates how manners of behavior are encoded in the lexicons of these languages, highlighting the influence of cultural and cognitive frameworks on language use. By comparing the vocabulary related to manners of behavior in Uzbek and English, the research seeks to uncover underlying cognitive processes and cultural norms that shape linguistic expressions.

Cognitive Linguistics Foundations

Cognitive linguistics posits that language is deeply entrenched in human cognitive abilities, reflecting the way individuals perceive, categorize, and understand the world around them. This perspective emphasizes the role of metaphor, metonymy, and frame semantics in shaping vocabulary and grammar. Key works by Lakoff and Johnson (1980) on metaphors and Langacker (1987) on cognitive grammar provide the theoretical backbone for analyzing vocabulary from a cognitive standpoint.

Linguocultural Perspective in Vocabulary Analysis

The linguocultural perspective integrates linguistic analysis with cultural studies, asserting that language is a cultural artifact that embodies collective experiences, values, and social norms. Wierzbicka

(1997) and Sharifian (2011) have been instrumental in developing frameworks for analyzing languages through cultural lenses, arguing for the importance of understanding cultural concepts embedded in linguistic expressions.

Previous Studies on Manners of Behavior in Language

Studies focusing on manners of behavior in language often explore politeness strategies, honorifics, and terms of address, revealing how social hierarchies and relational dynamics are linguistically constructed. Brown and Levinson's (1987) politeness theory and Matsumoto's (1988) examination of Japanese honorifics illustrate the significance of culture in shaping linguistic expressions of social behavior. However, less attention has been given to a comparative analysis of manners of behavior from both cognitive and linguocultural perspectives, especially between Uzbek and English.

METHODOLOGY

The methodology section of this scientific article outlines the research design, data collection, and analysis methods employed to investigate the vocabulary reflecting manners of behavior from cognitive and linguistic-cultural perspectives, based on the material of the Uzbek and English languages. This study employs a comparative and descriptive approach, integrating both qualitative and quantitative analysis to elucidate the linguistic manifestations of manners of behavior and their cultural underpinnings.

RESEARCH DESIGN

The research adopts a cross-linguistic comparative design, focusing on the analysis of vocabulary related to manners of behavior in both Uzbek and English languages. This design facilitates the identification of similarities and differences in how manners of behavior are linguistically encoded and culturally conceptualized across these two languages. The comparative analysis aims to reveal the cognitive processes underlying the use of specific vocabulary to express manners of behavior, as well as to uncover the linguocultural dimensions that shape these expressions.

DATA COLLECTION

The data for this study comprises a corpus of words, phrases, and idiomatic expressions related to manners of behavior collected from a variety of sources in both languages. For the Uzbek language, data is gathered from contemporary Uzbek literature, online news portals, and social media platforms, as well as from interviews and discussions with native speakers. For English, the data is collected from equivalent sources, including contemporary English literature, online media, and interactions with native speakers. Special attention is given to collecting expressions that are commonly used to describe, advise, or critique manners of behavior in both sociolinguistic contexts.

Corpus Analysis

The collected data undergoes a detailed corpus analysis, which includes the following steps:

Lexical Categorization: Words and expressions are categorized based on their semantic fields related to

manners of behavior, such as politeness, respect, rudeness, and etiquette.

Frequency Analysis: Quantitative analysis of the frequency of use of specific terms and expressions related to manners of behavior in the corpus of both languages. This analysis helps in identifying the prominence of certain manners of behavior in each linguistic-cultural context.

Collocational Analysis: Examination of the collocational patterns of behavior-related vocabulary to understand the contextual usage and the connotations associated with these expressions in both languages.

Comparative Analysis: Cross-linguistic comparison of the findings from the Uzbek and English data sets to identify linguistic and cultural similarities and differences in expressing manners of behavior.

Cognitive and Linguocultural Analysis

Following the corpus analysis, the study employs cognitive linguistic theories to interpret the data, focusing on conceptual metaphors, metonymy, and frame semantics that underlie the linguistic expressions of manners of behavior. This cognitive analysis helps in understanding how manners of behavior are conceptualized and encoded linguistically in both languages.

The linguocultural analysis examines the cultural values, norms, and ideologies that influence the use of vocabulary related to manners of behavior. This includes an exploration of cultural scripts and practices associated with manners of behavior in Uzbek and Anglophone societies, and

how these are reflected in the language use.

Ethical Considerations

Given the study's reliance on data from human subjects and published sources, ethical considerations are paramount. All data collected from human participants is obtained with informed consent, ensuring confidentiality and anonymity. Additionally, copyright and intellectual property rights related to published materials are respected, with all sources appropriately cited.

Limitations

The study acknowledges potential limitations, including the scope of the corpus, the subjective interpretation of qualitative data, and the challenges of cross-linguistic and cross-cultural comparison. Efforts are made to mitigate these limitations through methodological rigor and a transparent analytical process.

RESULTS

Corpus Analysis Results

The corpus analysis revealed significant findings regarding the vocabulary related to manners of behavior in both the Uzbek and English languages. In the Uzbek language corpus, a high frequency of expressions related to respect and politeness, especially in familial and formal contexts, was observed. Common terms include "hurmat" (respect), "odob" (manners/etiquette), and "nazokat" (delicacy/tactfulness), which are often used in phrases that emphasize the importance of respectful behavior towards elders and guests. English, on the other hand, displayed a diverse range of expressions related to politeness, such

as "please," "thank you," and "excuse me," as well as terms denoting rudeness or lack of manners, such as "rude," "impolite," and "disrespectful."

The frequency analysis highlighted that English uses a broader lexicon to describe negative aspects of behavior compared to Uzbek, which focuses more on positive descriptions and the importance of maintaining harmonious social relations. Collocational analysis in both languages indicated that words related to manners of behavior often collocate with verbs and adjectives that connote moral judgment, such as "show," "demonstrate," "good," and "bad."

Comparative analysis emphasized the cultural nuances in how manners of behavior are articulated. For instance, expressions related to hospitality and guest etiquette were notably prevalent in the Uzbek data, reflecting the cultural emphasis on hospitality as a valued manner of behavior. In contrast, the English corpus contained more expressions related to individual rights and personal space, mirroring Western values of individualism and autonomy.

Cognitive and Linguocultural Analysis Results

Cognitive Analysis: The study's cognitive analysis found that both languages utilize conceptual metaphors related to manners of behavior. For example, the conceptual metaphor **MANNERS ARE CONTAINERS** is evident in expressions like "full of politeness" in English and "odobli" (having manners) in Uzbek, suggesting that manners are perceived as entities that one can possess in varying quantities. Additionally, the analysis revealed that manners of

behavior are often conceptualized in terms of physical orientation, with "high" or "upright" positions associated with good manners and "low" positions with poor manners, across both languages.

Linguocultural Analysis: The linguocultural analysis unearthed the deep cultural underpinnings of manners-related vocabulary. In the Uzbek context, the emphasis on respect and politeness, particularly towards elders and guests, reflects the collectivist and hierarchical nature of Uzbek society, where maintaining social harmony and showing deference to authority figures are paramount. In the English context, the varied vocabulary for manners, including expressions for asserting individual boundaries, highlights the value placed on individual rights and autonomy in Anglophone cultures. This difference in focus underscores the influence of cultural values and social norms on language use related to manners of behavior.

DISCUSSION

The results of the corpus, cognitive, and linguocultural analyses offer insightful revelations into how manners of behavior are linguistically represented and culturally conceptualized in Uzbek and English. The comparative approach has illuminated both universal and culture-specific aspects of manners-related vocabulary, underscoring the role of language as a mirror of societal values and cognitive processes.

Cross-Linguistic Similarities and Differences: One of the key findings is the universal recognition of manners as important social behavior, albeit

expressed differently across cultures. The linguistic expressions in both languages reveal a common cognitive foundation, with conceptual metaphors and frames shaping understanding and discourse on manners. However, the differences in the range of vocabulary and the cultural scripts that these expressions evoke highlight the distinct sociocultural priorities and values of Uzbek and Anglophone societies.

Cultural Reflections in Language: The emphasis on hospitality and respect in the Uzbek language reflects the collectivist orientation of the culture, prioritizing social harmony and community over individual desires. In contrast, the English language's broader lexicon for both positive and negative manners, along with expressions that emphasize personal boundaries, reflects a more individualist culture that values autonomy and personal freedom.

Implications for Cross-Cultural Communication: These findings have significant implications for cross-cultural communication and understanding. Awareness of the linguistic and cultural nuances related to manners can enhance intercultural competence, aiding in the navigation of social interactions across cultural boundaries. It underscores the importance of not only learning the language but also understanding the cultural values and norms that inform language use in different sociolinguistic contexts.

CONCLUSION

This study has provided a comprehensive analysis of the vocabulary reflecting manners of

behavior from cognitive and linguocultural perspectives, based on the material of the Uzbek and English languages. The findings reveal the complex interplay between language, cognition, and culture in the expression and conceptualization of manners. By highlighting the universal and culture-specific aspects of manners-related vocabulary, this research contributes

to a deeper understanding of the linguistic representation of social behavior and its cultural underpinnings. Future research could expand this comparative analysis to other languages and cultures, further enriching our understanding of the global diversity in expressing and conceptualizing manners of behavior.

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Environmental Concerns and Our Role: Legal Remedies and Interventions

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Abstract

To date, there has not been a large-scale, effective, impartial, unified international system that manages the issues of environmental protection and the creation of sufficient, comfortable living conditions for humanity. The governments of the world would ensure environmental safety throughout the world by imposing economic sanctions on countries that refuse to ensure environmental safety, by refusing to buy their goods. This is where the "economic whip" method really comes in handy. **Key Words:** ecological environment, forestry, international cooperation in the field of ecology, ecological awareness and ecological culture, crimes in the field of ecology, crimes in the field of ecology.

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Relative to the previous century, the alterations in human lifestyles have precipitated changes in the environment that are unparalleled in the annals of human history. These changes encompass the advent of global warming, an increase in dust and pollen, a significant reduction in both marine and terrestrial ecosystems, and the occurrence of droughts and floods across diverse regions. It is universally acknowledged that these developments are negative, underscoring the profound impact of human activity on the natural world. Such interventions have escalated to unprecedented levels, affecting the ecological balance worldwide, including the specific environmental challenges faced by Uzbekistan today. Among these challenges are issues related to air and water quality, drought, soil degradation, deforestation, and the crisis of the Aral Sea, each presenting significant threats to the nation's environmental health and requiring immediate attention and remedial action. One proposal to address these concerns involves enhancing the enforcement of environmental laws through increased legal accountability for violations.

Exploring the realm of administrative accountability for failing to meet or improperly fulfilling the stipulations of environmental legislation, it is pertinent to reference Chapter VIII of the Code of Administrative Liability of the Republic of Uzbekistan. This chapter, titled "Administrative Liability for Violations in the Field of Ecology, Environmental Protection, and Natural Resource Management," specifically addresses

legal consequences through Article 79. According to this article, unauthorized felling, damage, or destruction of trees, bushes, and other forest vegetation or seedlings incurs significant financial penalties. These penalties range from fines amounting to five to ten times the basic calculation for individuals and up to ten times for officials, reflecting a structured approach to deterring such violations and underscoring the government's commitment to preserving the nation's ecological integrity.

In the event that similar infractions are repeated within a year subsequent to the imposition of an administrative penalty, the legislation mandates the confiscation of the objects utilized in committing the environmental offense, alongside imposing escalated fines. For individuals, this entails fines ranging from ten to twenty times the foundational calculation, whereas officials may incur fines ranging from twenty to thirty times the basic calculation. Additionally, officials neglecting legally prescribed measures to safeguard and conserve arboreal resources within territories under the jurisdiction of legal entities are liable to fines ranging from ten to twenty times the basic calculation.

Contrastingly, an examination of Norway's legislative framework, renowned for its environmental stewardship and ranked third globally for cleanliness, reveals a nuanced approach to forestry management. According to Article 8 of Norway's Forestry Law, planned or executed deforestation in contravention of the law may lead to significant reductions in the productive capacity of the

property or adverse environmental impacts. In such instances, municipalities possess the authority to deny deforestation permits or to impose specific conditions on the activity. Furthermore, this legislation mandates both the buyer and seller to adhere to these conditions, unless stipulated otherwise by the relevant Ministry. Violations of this regulation, as outlined in Article 26, subject individuals to penalties, which may include fines or incarceration for up to one year, depending on the nature and severity of the infraction.

This legislative model serves as a pertinent example for the Republic of Uzbekistan, particularly in the context of the Law on Nature Conservation and the Code of Administrative Responsibility, which encompasses ecology, environmental protection, and administrative accountability for environmental offenses. Emulating such robust legal standards, including the provisions found in the fourth section of the special part of the Criminal Code of the Republic of Uzbekistan related to ecological crimes, underscores the necessity of integrating stringent legal measures into national legislation. This approach not only aims to penalize environmental violations but also emphasizes the importance of active legal enforcement in preserving ecological integrity.

Leveraging the legislative practices of developed nations, it becomes imperative to augment the punitive measures for environmental degradation within our legal framework. This entails enforcing restoration for damages inflicted upon

forests, ecosystems, nature, flora, and fauna, and ensuring adherence through the mechanisms of legal enforcement. It is advocated that substantial fines be imposed on those who fail to meet the stipulated legal requirements, as a deterrent and corrective measure.

Furthermore, the enhancement of environmental consciousness and the cultivation of an ecological culture among the populace are of paramount importance. The genesis of environmental culture can be attributed to a confluence of factors, including an inherent appreciation for nature, knowledge and understanding of ecological principles, skill development, environmental education, and the perpetuation of values and traditions that emphasize environmental stewardship. Given the pervasive nature of contemporary global environmental challenges, the imperative for fostering an ecological consciousness and culture that espouses a judicious interaction with the natural world cannot be overstated.

The educational system, encompassing primary, secondary, and tertiary institutions, plays a crucial role in the dissemination and inculcation of environmental knowledge and ethos. Despite efforts to promulgate environmental awareness, the formal integration of environmental education and the training of professionals in the field of environmental protection, including state inspectors and other ecological specialties, remains nascent within the educational frameworks of our nation.

The proposition advanced herein underscores the significance of bolstering international collaboration

in environmental security, posited as a foundational element as indispensable as water and air, in combating climate change and achieving sustainable outcomes. The premise of mutual solidarity among nations and peoples forms the bedrock of such cooperative endeavors. This is predicated on several axioms: the uniqueness of Earth and its natural systems within the known universe, the integral relationship between humanity and the biosphere, the role of nature as the foundational element of all human production activities, the global ramifications of negative environmental transformations and anthropogenic impacts, the often inadequate capacity of individual nations to address environmental challenges independently, and the conviction that collective human action represents the most efficacious strategy for ameliorating global environmental conditions.

Hence, international cooperation emerges not merely as a strategic imperative but as an existential necessity in addressing the gamut of environmental issues confronting the global community. Through such concerted efforts, it is envisaged that significant strides can be made towards securing a sustainable and ecologically balanced future for all inhabitants of planet Earth.

Drawing on the practices of developed nations, it is imperative to enhance sanctions for environmental degradation within our legislative framework. This entails mandating the restoration of damage inflicted upon forests, ecosystems, flora, and fauna, and enforcing these mandates through

legal mechanisms. Imposing substantial fines on those who flout these laws is recommended to ensure compliance. Furthermore, augmenting environmental awareness and fostering an ecological culture among the populace is crucial. The genesis of environmental culture is influenced by a confluence of factors, including a reverence for nature, understanding and insights about the natural world, environmental education, and the inculcation of values and traditions that promote environmental stewardship. Given the pervasive nature of global environmental challenges, cultivating environmental consciousness and an ecological mindset, equipped with the competencies for sustainable interaction with our surroundings, has become increasingly vital.

The role of educational institutions, from primary schools to universities, is paramount in nurturing environmental awareness and shaping an eco-centric worldview. Yet, the integration of environmental education and the training of professionals in the realm of environmental protection, such as state inspectors and other ecological disciplines, remains nascent in many educational settings within our nation. My proposition emphasizes the critical importance of bolstering international collaboration on environmental security, analogous to the indispensability of water and air, as a strategy to enhance outcomes in combating climate change.

The essence of international cooperation hinges on mutual solidarity, underscored by the recognition of Earth's uniqueness, the

interdependence of its biosphere, and the foundational role of nature in all human endeavors. The detrimental effects of anthropogenic activities on the environment necessitate a collective response, beyond the capacity of individual nations, to address these global challenges effectively.

Since the inception of the United Nations (UN) in 1945, international ecological collaboration has become a pivotal aspect of the organization's endeavors, leading to significant advancements in global environmental cooperation. Presently, six out of the fourteen UN specialized agencies are engaged in environmental protection

initiatives. The Sustainable Development Goals (SDGs), introduced by the UN in 2012 and comprising economic, social, and environmental objectives, aim to facilitate a sustainable and equitable quality of life globally. The adoption of these goals during the UN Summit in September 2015, attended by over two hundred world leaders, set forth a fifteen-year plan for sustainable development to be pursued by all UN member states from 2015 to 2030. This initiative illustrates the global commitment to fostering sustainable development and environmental protection through collaborative international efforts.

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Features of the Translation of a Literary Text

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Abstract

This article deals with general descriptions of the translation of a literary text. In addition, it provides several feasible variations how successfully translate literary text as well as gives notions from prominent linguists corresponding issues of translation and solutions.

Key Words: *culture, hierarchical structure, repetitions, foreign, translator, free phrase, phraseological units.*

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This feature of a literary text is known as "fictionality" in literary studies, because it indicates that the world the book portrays is fictional. Fictionality extends to the narrative process, encompasses a variety of visual objects, locations, and time intervals, and may even include one or more narrators. It is observed that references to potential worlds that could arise inside a literary work are frequently made. [1]

Simultaneously, the distinction between artistic and non-artistic texts may be made in a variety of ways, be "unshakable or mobile, and also be a means of typological characterization of culture," claims Y.M. Lotman. [2] Documentary films can incorporate aspects of fiction, while creative texts can incorporate parts of "non-fiction" literature that occasionally have a connection to truth. [2]

The artistic text is fairly described as a complex system in terms of organization in a number of studies [N.A. Nikolina, Y.M. Lotman, and I.N. Sukhoi]. This system typically "has a hierarchical structure, that is, it is divided into several levels uniting complexes of homogeneous elements." [2] An artistic text is, on the one hand, a private national language system. [2] On the other hand, the text must be viewed as a continuously encoded stream of information that the addressee (reader) must decode in order to comprehend it because of the distinctiveness of the artistic language. [1]

While it is reasonable to suppose that breaking a literary work down into stages makes the process easier to understand, it does not show how

specific pieces are isolated. "All the elements of the text are interconnected, and its levels detect or may detect isomorphism," claims N.A. Nikolina. [1] As stated by the author, "repetitions determine the coherence of the text, attract the reader to its form, actualize additional meanings in it and reveal isomorphism of different levels." Equivalency is one of the most crucial elements in the construction of a literary work. [1]

As a component of culture, an artistic text always has connections to other texts; it either adapts their structure or only makes passing references to them in order to convey its own ideas. Because of the attractiveness of a "foreign" word with its inherent connotations and expressive artistic aura, intertextual or intertextual links disclose the work's undercurrent and determine its polyphony. [3] But it also comes out that the author's text is a part of a sophisticated web of extratextual links. [4]

Drawing on the examined material and our findings, we may deduce that suggestiveness—the text's capacity to evoke feelings in the reader's subconscious—is a literary text's primary characteristic. As a result, the term "artistic text" has several meanings because different fields and methods exist to investigate these phenomena. They typically make a distinction between a "work" and an "artistic text," pointing out that the former is the whole product of the author's mental activity and the latter is an autonomous message existing independently of the author's aim. A unique aesthetic system of linguistic

means and signals, distinguished by a high degree of integrity and creation, is an artistic text. It is coherent, has a very intricate structure, and is distinct from its creator yet having semantic substance. Though it is composed of the standard building procedures, the creative text is remarkable, blended into a new one by a combination of signals. It is an attractive work of art with an infinite scope that is perceived across time. Its unique qualities set it apart from other text formats, such as the artistic speech's metaphorical word and its engagement with the reader's perception of information and developing concepts. It is crucial to discuss the creative ideas that distinguish and comprise an artistic writing. A literary work has to be carefully studied and often reread in order to extract new ideas and understand its underlying meanings. This implies that a literary work is a unique kind of interpersonal communication.

In certain situations, a translator needs specialized talents in addition to information. The author likes to play games with words, and it might be challenging to replicate this one. In certain instances, the translator must use footnotes since the text cannot be translated. For instance, based on the homonymy of the English name Ernest and the adjective earnest—serious—the Russian translation of the play's title, "How important it is to be serious"[5], does not accurately express the wordplay inherent in it. Nonetheless, in the majority of wordplay situations, the translator can locate a counterpart in Russian; this calls for both linguistic ingenuity and

familiarity with the numerous kinds of wordplay that call for distinct strategies.

The ambiguity of a word or phrase is frequently the foundation of wordplay. Simultaneously, the circumstances seem to lend themselves to a dual reading, leading to a comic impact.

Zeugma is a new kind of wordplay that involves combining a polysemous word with many others in various syntactic and semantic configurations.

With one, it makes a free phrase; with the other, a phraseological unit; and so on. The ironic impact of zeugma stems from the paradox between the semantic variety and similar syntactic structure of the combinations created in this manner. The method used for the zeugma translation stems from the fact that, in Russian as opposed to English, zeugma is a conspicuous literary device and is quite uncommon. Therefore, the overall context of the speech and stylistically labeled language often transmit the stylistic effect of zeugma.

Lastly, the third kind of wordplay is based on the usage of whole or partial homonyms, making it both the most prevalent and challenging to interpret. This kind is frequently employed in contemporary English book titles, movie titles, magazine articles, etc., which makes translating them extremely difficult for translators.

Particular challenges occur when there is a cultural difference between the source and translated languages. For instance, the writings of Arab authors are replete with allusions to the Koran and its narratives. They are as easily recognized by an Arabic reader as biblical allusions or stories

from antiquity are by an educated European. These quotations remain unintelligible to the reader in Europe even after translation. Comparing a beautiful lady to a camel is a common literary tradition among Europeans, whereas the fairy tale "The Snow Maiden," which is based on Slavic pagan imagery, is not well translated into the languages of torrid Africa. As a result, cultural differences provide far greater challenges than linguistic ones, even though this is a typical occurrence in Arabic poetry.

Based on the straightforward theory of equality of impressions, the translation method ignores the modernization of the text: a modern

reader of the original should see the work similarly to a modern reader of the translation. A contemporary translation informs the reader that the material is not current and attempts to demonstrate its antiquity via the use of specialized techniques.

With the aid of lexical, morphological, and syntactic archaisms, the translator can capture the spirit of the time. They achieve an antiquated stylization in this way. Stylization is just the marking of the text using archaisms; it is not usually a total assimilation of the translated language to the language of a bygone era.

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Translation Transformations in the Process of Translating a Literary Text

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Abstract

This article discusses general descriptions of literary text translations. Furthermore, it offers several viable approaches to translating literary texts successfully and offers insights from renowned linguists about related translation problems and their resolutions.

Key Words: *guidelines, equivalency, transformations, approach.*

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Amidst a plethora of intricate and varied issues, contemporary linguistics places particular emphasis on examining linguistic facets of speech action, such as "translation," an age-old human endeavor. Translation has been the primary mechanism that facilitates people's interlanguage communication from the beginning of human translation activity. The term "translation" encompasses a range of responses. The fundamental nature of translation is clear-cut: considering its social origins, translation emerges, persists, and serves society alone.

French poet and translator Etienne Dolet established the following guidelines for translation:

1. To understand the core of the translated text and ascertain the author's intention;
2. Take note of the overall impact and tone of the copied text;
3. Possess fluency in two languages: the target language and the language from which the text is being translated;
4. Appreciate the elegance of the form, using both your grammatical and intuitive translation skills to avoid translating "word for word";
5. To translate using frequently used grammatical constructions.

When translating, the main task for a specialist is to achieve equivalence, or adequacy of translation, that is, to achieve the maximum semantic approximation of the translated text to the original.

Thus, equivalency is seen to be synonymous with equivalence in the exact sciences. From a mathematical perspective, equivalency is the consistency of the right and left expressions, or the correspondence

between the source text and its translation. However, since mathematical formulae only have a numerical value, equivalency calculations may appear simple, and texts, in this sense, have a wide range. The idea of emotional coloring will serve as the foundation for a translation of an original literary work, but in original scientific or popular science, terminological translation is crucial.

According to T.A. Kazakova, "literary and linguistic work inherently involves artistic translation. It is quite feasible for artistic translation to deviate from the maximum level of semantic correctness while yet maintaining the text's artistic integrity. The primary responsibility when working on the translation text is to ensure that transformations are used appropriately, as the translator must frequently turn to them for this reason. The translator converts the original units into the translational units by using translation transformations.

Under A.M. Gorky's direction, the state publishing firm "World Literature" was founded at the beginning of the 20th century with the intention of republishing recently edited global literature. The translations were worked on by some of the brightest brains of the day. The primary goal of this publishing house's work was to improve translations to an unprecedented degree by making them more precise and steering clear of literalism and arbitrariness. The publishing firm created a true revolution in the world of literary translation despite its brief existence

and failure to complete all of the duties assigned to it.

In literary translation, the issue of translatability is pertinent. The notion of "adequacy" was also linked to this difficulty and was frequently emphasized in the writings of both foreign and Russian linguists. It is true that some aspects of the source language—or combinations thereof—are challenging to translate into the target language. Dialectisms and social jargonisms are often included in the category of untranslatable units.

Fiction is the subject of literary translation, and what makes it unique is the figurative and emotional effect it has on the reader. This is accomplished by employing a variety of expressive techniques, including metaphors, epithets, and unique rhythmic syntactic sentence structures. It is important to keep in mind that literary translation is a kind of intercultural, cultural, ethnic, and artistic communication, "for which the text itself is an enduring value as a significant semantic value and the subject of artistic representation and perception" [1]. Among other translation styles, literary translation is particularly important because of the particulars of the translated materials. Two approaches to literary translation were developed during the research process. These approaches, in the words of German philosopher F. Schleiermacher, involve the following processes: either the translator pushes the reader to "go towards" the writer, or the writer pushes the reader to move towards the translator by leaving them alone. Since these two ways are diametrically opposed, you

must choose one and carefully avoid combining them, as doing so may result in the reader and writer never meeting.

The first approach, which F. Schleiermacher himself supported, was based on the idea that an artistic work translated resulted in a "alienated" text that was highlighted by its foreign provenance. On the other hand, the second approach created an environment that made the translation job pleasant for the linguistic and cultural side that was receiving it.

L.L. Nelyubin argues that since appropriate translation is "recognized as the most correct by modern literary translation theorists who believe that a bad translator attracts to himself, a good one strives for the author," it is the most effective style of translation [1].

In actuality, this kind of translation preserves the unique grammatical rules, stylistic elements, syntax, and lexicon of the target language while offering the most accurate rendition of the original work's creative idea.

The contemporary theory of literary translation is characterized by three primary trends:

The primary focus shifts from the source text to the translated version; 2. A descriptive approach takes the place of the evaluative one; 3. The theory shifts from the text as a linguistic unit to the role of translation as a component of the target language's culture. [2]

The most crucial tenet of the modern theory of literary translation is that "its aesthetic function can be reproduced in the system of the whole and on the basis of this whole, and that the transfer of function in translation

constantly requires a change in the formal character of the element that is its bearer, with the formal non-transferrability of a separate linguistic element of the original" [3].

A literary text's typological antagonism to all non-artistic texts forms the basis for literary translation's segregation as a distinct scientific discipline in and of itself. "A super-phrasal unity characterized by a

common ideological and thematic content and aesthetic impact on the reader by its main function" is how an artistic text is defined [Solodub 2005: 160]. This task is accomplished when the author uses certain creative approaches that are most appropriate for achieving the intended emotional effect to aestheticize the text of the reality that is being portrayed.

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1. The original article (in English) in Word format (version 1997–2007).

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