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**XORIJIY TILLARNI O'QITISHDA
ZAMONAVIY YONDASHUVLAR
VA YANGICHA YO'NALISHLAR**

**O‘ZBEKISTON RESPUBLIKASI
OLIY TA’LIM, FAN VA INNOVATSIYALAR VAZIRLIGI
ALISHER NAVOIY NOMIDAGI TOSHKENT DAVLAT O‘ZBEK
TILI VA ADABIYOTI UNIVERSITETI**

XORIJIY TILLAR KAFEDRASI

**“XORIJIY TILLARNI O‘QITISHDA
ZAMONAVIY YONDASHUVLAR
VA YANGICHA YO‘NALISHLAR”**

**Mavzusidagi Xalqaro ilmiy-amaliy onlayn anjuman
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ANDRAGOGIK TA'LIMDA AMALGA OSHIRILADIGAN TADQIQOTLAR TAHLILI

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Annotatsiya: Ushbu maqolada andragogik ta'limda amalga oshiriladigan tadqiqotlarning asosiy yo'nalishlari va ularning ta'lim jarayonidagi ahamiyati tahlil qilinadi. Kattalar ta'limi usullari, motivatsiya omillari, raqamli texnologiyalarning o'rni hamda ta'limning jamiyat va iqtisodiyotga ta'siri kabi masalalar yoritiladi. Tadqiqot usullari sifatida eksperimental tadqiqotlar, so'rov va intervyular, statistik tahlil hamda taqqoslash metodlari keltiriladi. Andragogik ta'lim tadqiqotlarining natijalari va istiqbollari haqida muhim xulosalar beriladi.

Kalit so'zlar: andragogika, kattalar ta'limi, ta'lim metodlari, raqamli texnologiyalar, motivatsiya, ta'lim samaradorligi, tadqiqot usullari.

Andragogika – kattalar ta'limini o'rganadigan fan bo'lib, u pedagogikadan farqli ravishda mustaqil ta'lim olish, o'z-o'zini rivojlantirish va amaliy bilimlarni egallash jarayonlariga qaratilgan. Ushbu soha ta'lim oluvchilarning yosh, kasbiy tajriba va psixologik xususiyatlarini inobatga olgan holda shakllantirilgan bo'lib, ularning ta'limga bo'lgan ehtiyojlari va motivatsiyasiga alohida e'tibor beradi.

Kattalar ta'limi bo'yicha olib boriladigan tadqiqotlar ushbu jarayonlarning samaradorligini oshirish, ta'lim metodlarini takomillashtirish va yangi texnologiyalarni joriy etish imkoniyatlarini o'rganishga xizmat qiladi. Andragogik ta'lim tadqiqotlari orqali o'qitish jarayonining qanday o'zgarayotgani, zamonaviy yondashuvlar va metodlarning ta'lim oluvchilarga qanday ta'sir ko'rsatishi chuqur tahlil qilinadi. Shuningdek, ushbu tadqiqotlar turli mamlakatlarda qo'llanilayotgan ilg'or tajribalarni o'rganish va ularni mahalliy sharoitga moslashtirish imkoniyatlarini ham ta'minlaydi.

Andragogik ta'limning zamonaviy tahlillari doirasida o'quvchilarning o'z-o'zini rivojlantirish imkoniyatlari, kasbiy o'sishga yo'naltirilgan ta'lim usullari va texnologik yondashuvlar muhim o'rin

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tutadi. Shu boisdan, ushbu maqolada andragogik ta'limda amalga oshiriladigan tadqiqotlarning asosiy yo'nalishlari, ularning natijalari va qo'llanilish sohalari tahlil qilinadi.

Andragogik ta'limdagi tadqiqot yo'nalishlari

Andragogik ta'lim bo'yicha tadqiqotlar quyidagi asosiy yo'nalishlarga bo'linadi:

1. Ta'lim usullari va metodlari – kattalar uchun samarali ta'lim metodlarini ishlab chiqish va ularning natijadorligini baholash. Ushbu yo'nalishda innovatsion metodlar, jumladan, interfaol mashg'ulotlar, muammoli ta'lim, loyihaviy o'qitish va mustaqil ta'lim shakllarining samaradorligi o'rganiladi. Tadqiqotlar, shuningdek, o'quvchilarning kasbiy va shaxsiy rivojlanishiga qanday ta'sir qilishini aniqlashga yo'naltirilgan.

2. Raqamli texnologiyalarni joriy etish – onlayn ta'lim platformalari, elektron darsliklar va interaktiv vositalarning ta'lim jarayoniga ta'sirini o'rganish. Ushbu tadqiqotlarda masofaviy ta'lim texnologiyalarining samaradorligi, sun'iy intellekt asosida ta'lim berish tizimlari va mobil ta'lim ilovalarining foydalanuvchilarga ta'siri tahlil qilinadi.

3. Motivatsiya va o'z-o'zini rivojlantirish – kattalar ta'limida motivatsiya omillarini tahlil qilish va mustaqil o'qish jarayonlarini yaxshilash. Tadqiqotlar natijasida ta'lim jarayonida shaxsiy yondashuv, qiziqish uyg'otuvchi metodlar va rag'batlantirish tizimlarining ahamiyati ochib beriladi. Bu yo'nalishda o'quvchilarning bilim olishga bo'lgan ehtiyojlarini kuchaytiruvchi psixologik omillar ham o'rganiladi.

4. Andragogik ta'limning ijtimoiy va iqtisodiy ta'siri – ta'limning jamiyat va iqtisodiyotga ta'siri, bandlik darajasini oshirishdagi roli. Ushbu tadqiqotlarda ta'lim jarayonining mehnat bozori bilan uzviy bog'liqligi, malaka oshirish kurslarining natijadorligi va ta'lim dasturlarining amaliy foydaliligi baholanadi.

5. Kasbiy ta'lim va qayta tayyorlov kurslari – ishga joylashish imkoniyatlarini oshirish va malaka oshirish dasturlarining samaradorligini tahlil qilish. Tadqiqotlar, ayniqsa, iqtisodiyotning turli tarmoqlarida raqobatbardoshlikni oshirish uchun talab qilinadigan kasbiy ko'nikmalarni shakllantirishga qaratilgan.

6. Ta'limda gender tenglik va inklyuziv yondashuvlar – imkoniyati cheklangan shaxslar va gender muammolarini hisobga olgan holda ta'lim tizimini rivojlantirish. Ushbu yo'nalishda teng imkoniyatlar yaratish, ta'lim tizimidagi diskriminatsiya omillarini kamaytirish va inklyuziv ta'lim muhitini yaratish bo'yicha tadqiqotlar olib boriladi.

Tadqiqot usullari

Andragogik tadqiqotlarda qo'llaniladigan asosiy usullar quyidagilardan iborat:

1. Eksperimental tadqiqotlar – yangi metodikalarni sinovdan o'tkazish va ularning samaradorligini baholash. Ushbu tadqiqotlarda ta'lim jarayoniga turli yondashuvlarni joriy etish orqali ularning samaradorligi o'lchanadi. Eksperimental tadqiqotlar ikki asosiy yo'nalishda olib boriladi:

- **Nazorat va eksperimental guruhlar taqqoslovi** – bunda bir guruh o'quvchilarga an'anaviy ta'lim metodlari qo'llanilsa, ikkinchi guruhga innovatsion metodlar tatbiq qilinadi va natijalari solishtiriladi.

- **O'zgaruvchan faktorlar ta'siri** – bu usulda ta'lim jarayonidagi turli omillarning samaradorlikka ta'siri o'rganiladi. Masalan, raqamli texnologiyalar yoki interfaol metodlarning ta'lim natijalariga ta'siri kuzatiladi.

2. So'rov va intervyular – tinglovchilarning ehtiyojlari, fikrlari va talablarini aniqlash. Ushbu metod ta'lim jarayonining real holatini tushunishga yordam beradi va tinglovchilarning motivatsiyasi, qiyinchiliklari hamda takliflarini chuqur o'rganishga imkon yaratadi.

- **So'rov tadqiqotlari:** Keng miqyosdagi tinglovchilarning fikrlarini o'rganish uchun anketa va testlar orqali amalga oshiriladi. Bunda o'quvchilarning o'qish motivatsiyasi, ta'lim sifatidan qoniqish darajasi va ta'lim usullari bo'yicha fikrlari tahlil qilinadi.

- **Intervyular:** Ta'lim jarayoniga bevosita aloqador shaxslar, jumladan, o'qituvchilar, o'quvchilar va ta'lim tashkilotchilari bilan individual yoki guruh intervyulari o'tkaziladi. Ushbu usul orqali ta'lim jarayonining amaliy jihatlari, duch kelinayotgan muammolar va taklif etilayotgan yechimlar o'rganiladi.

3. Statistik tahlil – ta'lim samaradorligini raqamli ko'rsatkichlar asosida baholash. Ushbu usul orqali ta'lim jarayoni natijalari tahlil

qilinadi va samaradorlik darajasi aniqlanadi. Statistik tahlil jarayonida quyidagi usullar qo'llaniladi:

- **Deskriptiv statistika** – o'quvchilarning ta'lim jarayonidagi ishtiroki, baholari va o'zlashtirish darajasini umumiy raqamlar orqali tasvirlash.

- **Korrelyatsion tahlil** – turli omillar (motivatsiya, ta'lim sifati, texnologik vositalardan foydalanish) o'rtasidagi bog'liqlikni aniqlash.

- **Regressiya tahlili** – ta'lim natijalariga ta'sir etuvchi omillarni aniqlash va ularning natijadorlikka qanday ta'sir qilishini baholash.

- **Taqqoslama tahlil** – turli ta'lim tizimlari, metodlari va yondashuvlari o'rtasidagi farqlarni aniqlash va eng samarali usullarni topish.

4. **Taqqoslash va benchmarking** – turli mamlakatlar tajribasini o'rganish va ularni mahalliy sharoitga moslashtirish. Bu usul xalqaro tajribani o'rganish va uni andragogik ta'limga tatbiq qilish imkonini beradi.

5. **Vaziyatli tahlil (case study)** – muayyan o'quv jarayonlari yoki ta'lim muhitlarining chuqur tahlili. Ushbu usul orqali ta'lim jarayonidagi innovatsion yondashuvlar va ularning natijalari tahlil qilinadi.

6. **Etno-metodologik tadqiqotlar** – andragogik ta'lim jarayonlarini jamiyat va madaniyat kontekstida o'rganish. Ushbu yondashuv yordamida o'qitish jarayonida turli guruhlarining tajribasi va amaliyotlari tahlil qilinadi. Etno-metodologik tadqiqotlar real ta'lim muhitida o'qituvchilar va tinglovchilarning kundalik faoliyatini kuzatish orqali ularning o'zaro munosabatlari va ta'lim jarayonida yuzaga keladigan muammolarni aniqlashga qaratilgan. Bu usul ayniqsa, turli madaniyatlarga mansub o'quvchilarning ta'limga bo'lgan yondashuvlarini o'rganishda muhim ahamiyat kasb etadi.

Xulosa. Andragogik ta'limdagi tadqiqotlar inson resurslarini rivojlantirish va jamiyat taraqqiyotini ta'minlashda muhim ahamiyat kasb etadi. Zamonaviy ta'lim jarayonida faqat yosh avlod emas, balki yetuk yoshdagi insonlarning ham bilim olish ehtiyoji oshib bormoqda. Shu sababli, andragogik tadqiqotlar samarali ta'lim usullarini ishlab chiqish, innovatsion texnologiyalarni joriy etish va ta'lim sifatini oshirishga yo'naltirilgan bo'lishi lozim. Tadqiqot natijalari shuni ko'rsatadiki, kattalar ta'limida individual yondashuv, o'z-o'zini

rivojlantirishga rag'batlantirish va interfaol o'qitish metodlarini keng joriy etish zarur. Raqamli texnologiyalarning rivojlanishi natijasida masofaviy ta'lim, onlayn kurslar va sun'iy intellekt asosida ta'lim tizimlari yangi imkoniyatlar yaratmoqda. Bundan tashqari, motivatsiya va mustaqil ta'limga e'tibor qaratish natijasida ta'lim oluvchilarning bilim olish jarayoni yanada samarali bo'lishi ta'minlanadi. Shuningdek, ta'lim va mehnat bozori o'rtasidagi uzviy bog'liqlikni ta'minlash ham dolzarb masalalardan biridir. Andragogik ta'limni rivojlantirish orqali jamiyatda malakali mutaxassislarni tayyorlash, ularning kasbiy rivojlanishini qo'llab-quvvatlash va iqtisodiy o'sishga hissa qo'shish mumkin.

Kelajakda andragogik tadqiqotlar yanada rivojlanib, ta'lim jarayonining individualizatsiyasi, shaxsiylashtirilgan ta'lim dasturlarini yaratish va turli madaniy hamda ijtimoiy guruhlar uchun moslashtirilgan yondashuvlarni ishlab chiqish bilan bog'liq yangi yo'nalishlar paydo bo'lishi kutilmoqda. Shu sababli, ushbu sohani chuqur o'rganish va ilmiy asoslangan yondashuvlarni ishlab chiqish katta ahamiyat kasb etadi.

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MIQDOR MA'NOSINI IFODALOVCHI BIRLIKLARNING TIL TIZIMIDAGI O'RNI

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Annotatsiya: *Ushbu maqolada miqdor ma'nosini ifodalovchi birliklarning til tizimidagi o'rni tahlil qilinadi. Miqdor ifodalarining son, o'lchov, daraja va nisbiy ko'rsatkichlar orqali qanday namoyon bo'lishi va ularning grammatik hamda semantik jihatlari ko'rib chiqiladi. Shuningdek, turli tillarda ushbu birliklarning ishlatilish xususiyatlari solishtirilib, ularning lingvistik tizimdagi o'rni aniqlanadi.*

Kalit so'zlar: *miqdor birliklari, sonlar, o'lchov birliklari, grammatik tahlil, semantik xususiyatlar, til tizimi*

Til inson tafakkuri va kommunikatsiyasining ajralmas qismi bo'lib, u orqali atrof-muhit haqidagi ma'lumotlar ifodalanadi, tushunchalar shakllantiriladi va fikr almashinuv amalga oshiriladi. Til tizimi doirasida miqdor ma'nosi alohida o'rin egallaydi, chunki inson har doim atrof-muhitdagi ob'ektlarning soni, o'lchami, hajmi va nisbiy miqdorini aniqlashga ehtiyoj sezadi. Shu sababli, barcha tillarda miqdor ifodalovchi birliklar mavjud bo'lib, ular turli lingvistik vositalar orqali beriladi. Har qanday tilning lug'aviy tarkibida miqdorni ifodalovchi birliklar keng ko'lamda namoyon bo'ladi. Ular turli darajadagi grammatik strukturalar bilan bog'liq bo'lib, son, o'lchov birliklari, daraja va nisbiy miqdor kabi kategoriyalar orqali ifodalanadi. Ushbu birliklar orqali nafaqat aniq son yoki hajm ifodalanadi, balki nisbiy qiymatlar, darajaviy o'zgarishlar va umumiy miqdoriy munosabatlar ham aks ettiriladi. Miqdor ifodalovchi birliklar faqat lingvistik

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nuqtayi nazardan emas, balki mantiqiy va falsafiy jihatdan ham muhim ahamiyatga ega. Ular tafakkurning asosiy elementlaridan biri bo'lib, inson tomonidan koinotdagi tartibni tushunish va uni tasvirlash jarayonida faol ishlatiladi. Turli tillarda miqdorni ifodalovchi birliklar turli xil grammatik va semantik xususiyatlarga ega bo'lib, ularning ishlatilish qoidalari har bir til tizimining o'ziga xos jihatlariga bog'liqdir.

Ushbu maqolada miqdor ma'nosini ifodalovchi birliklarning tasnifi, ularning grammatik va semantik jihatlari hamda turli tillarda qanday namoyon bo'lishi atroflicha tahlil qilinadi. Shuningdek, ushbu birliklarning lingvistik tizimdagi o'rni va ularning kommunikativ vazifalari ham yoritib beriladi.

Miqdor ma'nosini ifodalovchi birliklarning tasnifi Miqdor ma'nosini ifodalovchi birliklar quyidagi asosiy turlarga bo'linadi:

1. **Sonlar** – aniq miqdorni bildiruvchi birliklar bo'lib, ular tartib va hisob sonlariga bo'linadi. Masalan, "besh", "o'n birinchi". Sonlar turli tillarda har xil shaklda namoyon bo'lib, ba'zi tillarda aniq va noaniq sonlar ajratiladi. Shuningdek, miqdor ifodalovchi sonlar natural, butun, kasr va mutlaq sonlar kabi kategoriyalarga bo'linadi.

2. **O'lchov birliklari** – og'irlik, uzunlik, hajm kabi miqdorlarni bildiradi. Masalan, "kilogramm", "metr". Bu birliklar fizik miqdorlarni aniqlashda ishlatiladi va xalqaro birliklar tizimi (SI) doirasida standartlashtirilgan. Turli tillarda ushbu birliklarning nomlanishi va qo'llanish usullari farq qilishi mumkin.

3. **Ko'rsatkich birliklar** – nisbiy miqdorni bildiruvchi so'zlar. Masalan, "ko'p", "kam", "ozroq". Ushbu birliklar aniq son yoki o'lchovni ifodalamasdan, nisbiy miqdorni ko'rsatadi. Ular ko'pincha matnning kontekstiga bog'liq holda qo'llaniladi va mavhumlik darajasiga ega bo'lishi mumkin.

4. **Daraja bildiruvchi birliklar** – qandaydir belgi yoki harakatning intensivligini bildiradi. Masalan, "juda", "birmuncha". Ushbu birliklar sifatlar yoki fe'llar bilan bog'lanib, ularning kuchayish yoki kamayish darajasini ifodalaydi. Ko'pincha, bunday birliklar taqqoslash, ifodalilik va ta'kidlovchi uslubiyatda ishlatiladi.

5. **Takroriy birliklar** – vaqt, harakat yoki jarayonning takrorlanish darajasini bildiradi. Masalan, "bir necha marta", "ko'p

bora", "tez-tez". Ushbu birliklar miqdor ifodasining dinamik tomonini aks ettiradi va harakatning qayta sodir bo'lish chastotasini bildiradi.

6. Indefinit birliklar – noaniq miqdorni bildiruvchi soʻzlar boʻlib, "baʼzi", "bir qancha", "bir oz" kabi ifodalarda qoʻllaniladi. Ular aniq son yoki oʻlchov bilan belgilanmagan tushunchalarni ifodalashda muhim rol oʻynaydi.

Miqdor maʼnosining grammatik va semantik jihatlar

Miqdor maʼnosini ifodalovchi birliklar leksik-semantik hamda grammatik jihatdan turlicha namoyon boʻladi. Ularning grammatik jihatlar quyidagicha ajratiladi:

- **Sintaktik rolga koʻra:** Sonlar aniqlovchi yoki ega sifatida, oʻlchov birliklari toʻldiruvchi, koʻrsatkich birliklar esa aniqlovchi yoki belgilovchi vazifasida keladi. *Masalan:* "Uch doʻst sayohatga chiqdi" (aniqlovchi sifatida), "Ikki kilogramm olma sotib oldim" (toʻldiruvchi sifatida).

- **Soʻz turkumiga koʻra:** Miqdor birliklari asosan son, sifat va ravish soʻz turkumlariga kiradi. *Masalan:* "juda" (ravish), "koʻp" (sifat), "beshta" (son).

- **Soʻz yasalihi:** Miqdor maʼnosini bildiruvchi birliklar prefiks va suffikslar orqali yasalihi mumkin. Masalan, oʻzbek tilida "-ta" qoʻshimchasi aniq miqdorni bildiradi: *bitta, ikkita, uchtalik*.

Semantik jihatdan miqdor birliklari quyidagicha namoyon boʻladi:

- **Aniq va noaniq miqdor:** "Uch kilogramm olma" (aniq miqdor) vs. "Bir qancha olma" (noaniq miqdor).

- **Nisbiy va mutlaq miqdor:** "Koʻp odam keldi" (nisbiy) vs. "Oʻn kishi keldi" (mutlaq).

- **Daraja va intensivlik:** "Juda tez", "birmuncha yaxshi", "nihoyatda ajoyib" kabi ifodalar harakat yoki sifatning darajasini bildiradi.

- **Konnotativ xususiyatlar:** Baʼzi miqdor birliklari maʼno boʻyoqlari bilan birga keladi. Masalan, "oʻta kamtar" iborasida "oʻta" kuchaytiruvchi vazifani bajaradi.

Miqdor ifodalovchi birliklarning turli tillarda namoyon boʻlishi

Turli tillarda miqdor ifodalovchi birliklarning oʻziga xos jihatlar mavjud. Har bir tilning oʻz lugʻaviy va grammatik xususiyatlariga

ko‘ra, miqdor birliklari turlicha namoyon bo‘ladi. Quyida ayrim tillardagi asosiy farqlar tahlil qilinadi:

1. O‘zbek tili

- Sonlar birlik va ko‘plik shakllarida keladi. *Masalan: bitta, ikkita, o‘n besh.*

- O‘lchov birliklari maxsus so‘zlar orqali ifodalanadi: *metr, kilogramm, litr.*

- Nisbiy miqdor so‘zlari taqqoslash usuli bilan ifodalanadi: *kamroq, ko‘proq, juda.*

2. Ingliz tili

- Sonlarning birlik va ko‘plik shakllari "-s", "-es" kabi qo‘shimchalar orqali hosil qilinadi: *one apple – two apples.*

- O‘lchov birliklari ham aniq miqdorni ifodalaydi, biroq ayrim birliklar qattiq grammatik qoidalarga bog‘liq: *one liter of water, two kilograms of sugar.*

- Nisbiy miqdor so‘zlari darajalar orqali ifodalanadi: *much, many, few, less, more.*

3. Yapon tili

- Sonlar maxsus sanash so‘zlari bilan keladi: *ichi (1), ni (2), san (3).*

- O‘lchov birliklari turli obyektlarga qarab o‘zgaradi, ya’ni insonlar, ingichka buyumlar, tekis narsalar uchun alohida birliklar mavjud: *hitori (bitta odam), ippon (bitta tayoq), ichimai (bitta qog‘oz).*

- Nisbiy miqdor so‘zlari chegaralangan va ma’lum grammatik konstruksiyalar orqali ifodalanadi: *sukunai (kam), ookii (katta miqdor).*

4. Xitoy tili

- Sonlar aniq talaffuz qoidalariga ega: *yī (1), èr (2), sān (3).*

- O‘lchov birliklari maxsus klassifikatorlar bilan keladi: *yī běn shū (bitta kitob), yī zhī bǐ (bitta ruchka).*

- Miqdorni ifodalovchi so‘zlar keng ishlatiladi va kontekstga qarab turlicha talqin qilinadi: *hěn duō (juda ko‘p), shǎo (kam).*

5. Rus tili

- Sonlar birlik, ikki va undan ortiq bo‘lishiga qarab turli shakllarga ega: *один стол (bitta stol), два стола (ikki stol), пять столов (besh stol).*

◦ O‘lchov birliklari tilda mustahkam o‘rin egallagan va otlarning bosh kelishigi bilan bog‘lanadi: *килограмм сахара* (bir kilogramm shakar).

◦ Miqdor ifodalovchi so‘zlar daraja va holatga bog‘liq: *много* (ko‘p), *мало* (kam).

Turli tillardagi ushbu xususiyatlar shuni ko‘rsatadiki, har bir til miqdor birliklarini o‘z grammatik tizimi doirasida o‘ziga xos tarzda ifodalaydi. Ayrim tillarda son va o‘lchov birliklari aniq grammatik qoidalarga bo‘ysunsa, boshqalarda kontekstga bog‘liq holda ishlatiladi.

Xulosa

Miqdor ma’nosini ifodalovchi birliklar til tizimining ajralmas qismi bo‘lib, ularning asosiy vazifasi aniq miqdor, nisbiy miqdor, daraja va o‘lchovni ifodalashdir. Ushbu birliklar nafaqat lingvistik tizimda muhim ahamiyat kasb etadi, balki mantiqiy tushuncha shakllanishida ham muhim rol o‘ynaydi.

Til tizimida miqdor birliklarining ishlatilishi leksik, grammatik va semantik jihatdan farqlanadi. Sonlar, o‘lchov birliklari va nisbiy miqdor bildiruvchi so‘zlar turli tillarda o‘ziga xos grammatik tuzilmalarga ega bo‘lib, ularning ishlatilish tartibi tilning fonetik, morfologik va sintaktik xususiyatlariga bog‘liqdir.

Turli tillar tahlili shuni ko‘rsatadiki, miqdor ifodalovchi birliklarning har bir tilda o‘ziga xos grammatik mexanizmlari mavjud bo‘lsa-da, ularning asosiy kommunikativ vazifasi miqdorni aniq belgilashdan iborat. Kelajakda ushbu birliklarning yanada chuqur o‘rganilishi lingvistik tahlillarni boyitadi va tarjima jarayonlarida ham muhim ahamiyat kasb etadi.

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MULOQOT VA MADANIYAT TUSHUNCHALARINING O‘ZARO ALOQALARI

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Kalit so‘zlar: Xulq-atvor, nuqtai nazar, madaniyat, xususiyat, madaniy aloqa, konseptual, samara.

Madaniyat tushunchasi turli ilmiy sohalarda, masalan, psixologiya, lingvistika, sotsiolingvistika, antropologiya, falsafa va boshqalarda turlicha ta’riflanadi. U keng qamrovli va murakkab bir tushuncha bo‘lib, bir nechta ilmiy yo‘nalishlar orqali o‘rganilgan. Eng rivojlangan madaniyatlar odatda ma’lum bir jamiyat yoki millatga xos bo‘lib, “madaniyat” atamasi aynan shu jamiyatga xos bo‘lgan til, til ishlatish an’analari, marosimlar, qoidalar va urf-odatlar bilan bog‘lanadi. Milliy madaniyat, shuningdek, tarixiy hodisalar, taniqli shaxslar, hukumat siyosati, ijtimoiy an’analari, oila amaliyotlari, diniy qarashlar, iqtisodiy tizimlar, qadriyatlar va huquqiy tizimlarni ham o‘z ichiga oladi.

Madaniyatni umumiy qadriyatlar, e’tiqodlar, an’analari, xulq-atvorlar, faoliyatlar va material narsalar orqali ta’riflash mumkin, bu narsalar bir avloddan boshqasiga o‘tib, insonlarning o‘zini va atrofdagi dunyoni qanday tushunishiga ta’sir ko‘rsatadi. Madaniyat asosan

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antropologik nuqtai nazardan o'rganilgan bo'lsa-da, madaniyatlararo muloqotda madaniyat faqat antropologik nuqtai nazardan emas, balki ramziy ma'nolarni o'z ichiga olgan kengroq tushuncha sifatida ko'rilishi kerak. Bu yondoshuv madaniyatni turli xil va murakkab ma'no va ramzlar tizimi sifatida qaraydi. Madaniyatlararo muloqot o'zaro aloqada bo'lib, aniq bir muloqot jarayonida sodir bo'ladi. Shu bois, madaniyatni faqat antropologik nuqtai nazardan emas, balki ijtimoiy fenomen sifatida ko'rish kerak. Ushbu yondoshuvda madaniyatni jamiyatdagi aloqalar va o'zaro ta'sirlar nuqtai nazaridan tahlil qilib, til o'rganuvchilarga yangi tilni tushunish va undan samarali foydalanishda yordam berishni maqsad qilamiz.

Madaniyat haqida tanilgan antropologik nuqtai nazarlardan biri Vivelo tomonidan kiritilgan bo'lib, u madaniyatni aholi saqlanishi uchun zarur bo'lgan vositalar, harakatlar, fikrlar va institutlarning umumiyliigi sifatida ta'riflaydi. Vivelo madaniyatni kompleks tizim sifatida ko'radi, bunda bilimlar, e'tiqodlar, axloq, qadriyatlar, qonunlar, an'analar va jamiyat a'zosi sifatida shaxs tomonidan o'zlashtirilgan barcha qobiliyatlar va odatlar birlashadi. Uning fikriga ko'ra, madaniyat – bu odamlar o'z idrokini, tajribalarini tashkil qilish, qarorlar qabul qilish va harakat qilishda foydalanadigan umumiy bilimlar va e'tiqodlar tizimi [7,77].

Gonzalezning ta'rifiga ko'ra, madaniyat – bu odamlar dunyoni tushunish va ular bilan aloqada bo'lishda ishlatiladigan kontseptual koddir. Gonzalez madaniyatni inson tajribasining asosiy tamoyili sifatida ta'riflaydi, bunda shaxslar va guruhlar o'z joylarini topib, shakllanib, aniqlanib va bog'lanib turadi. Madaniyatshunoslik madaniyatni hegemonik qurilish sifatida tushuntiradi, unda turli ideologik oqimlar bir-biriga bog'lanib, madaniyatni tashkil etuvchi tarixiy munosabatlar jamiyat a'zolarining shakllanishiga va ijtimoiy guruhlarining identifikatsiyasiga ta'sir ko'rsatadi [2,24]. Triandis madaniyatni madaniy identifikatsiya bilan chuqur bog'liq deb ta'kidlaydi. Unga ko'ra, madaniyat – bu dunyoni qanday tushunish va uning ishlashini bilish uchun asos yaratadigan umumiy bilimdir, shuningdek, boshqa odamlar bilan aloqalarni osonlashtiradi. Bu tuzilma ijtimoiy va madaniy dinamikalar orqali shakllanadi va kuchga bog'liq bo'lib, hamjamiyatning an'analari va amaliyotlaridan kelib chiqadi, bu amaliyotlar esa o'zaro muzokaralar orqali belgilanadi [7,59-60].

Goodenough madaniyatni mentalist nuqtai nazardan tahlil qiladi, uning fikricha, har bir jamiyatning madaniyati – bu jamiyat a'zolari o'zlarining faoliyatini yuritish uchun bilish yoki ishonish zarur bo'lgan narsalardir. Madaniyat – bu odamlar o'rgangan bilimlar bo'lib, u biologik merosdan farq qiladi. Bu ta'rif madaniyatning material bo'lmaganligini ta'kidlaydi. Madaniyat – bu odamlarning o'zaro aloqada bo'lish, idrok qilish va narsalarni tushunishda ishlatadigan modelidir. Shuning uchun, odamlar nima deyishadi va nima qilishadi, ularning ijtimoiy tuzilmalari, voqealar – bularning barchasi madaniyatning mahsulidir, chunki ular uni o'z sharoitlariga moslashib ishlatadilar [2,347]. Psixolog Robertning fikricha, madaniyat — bu o'rganilgan xulq-atvorlar va ularning natijalaridan tashkil topgan jamlanma bo'lib, uning elementlari jamiyat a'zolari tomonidan o'rganilib, uzatiladi. Sotsiologlar esa madaniyatni jamiyat a'zolari o'rganib, bo'lishib va avloddan avlodga o'tkazadigan hayot tarziga ta'riflaydilar [6,213-214]. Ushbu turli nuqtai nazarlarni birlashtirgan holda, madaniyatni o'rganilgan xulq-atvorlar to'plami sifatida ta'riflash mumkin yoki ijtimoiy psixologiya sohasida Hofstede tomonidan ta'riflanganidek, “jamiyat tomonidan aqlni dasturlash” deb ham aytish mumkin. Bu dasturlash odamlar guruhini boshqa guruhlardan ajratib turadi. Madaniyat avloddan avlodga o'tib, doimiy ravishda va asta-sekin o'zgaradi, uning asosini esa qadriyatlar tizimi tashkil etadi. Hofstede shuningdek, ko'plab odamlar bir nechta guruhga mansub bo'lib, turli aqliy dasturlarni o'zida mujassamlashtiradi, bu dasturlar esa turli madaniyatlarga mos keladi [4,43-45].

Madaniyat muloqot uchun asos bo'lib, ramzlar va ma'nolarni talqin qilishda yordam beradigan qadriyatlarni taqdim etadi. Madaniyatning davomiyligini ta'minlash uchun muloqot zarur bo'ladi, chunki u madaniyatni boshlash, o'rganish, saqlash, almashish va uzatish jarayonlarini amalga oshiradi. Shunday qilib, madaniyat o'zini muloqot tizimi sifatida namoyon etadi, chunki madaniy voqealar o'z a'zolariga ma'lumot uzatish uchun murakkab aloqalarni o'z ichiga oladi. A. Yaxshiyev madaniyat va muloqotni bir-biri bilan chambarchas bog'langan tushunchalar sifatida ko'rsatgan va madaniyatlararo muloqot jarayonida madaniyatning qanday namoyon bo'lishini ta'kidlagan. Muloqot ham madaniyat kabi, keng tushuncha bo'lib,

insonlar o'rtasidagi o'zaro aloqalar uchun bir nechta ta'riflarga ega [1,4291-4296].

Shunday qilib, muloqotning ma'nosi faqat nutq yoki ritorikadan iborat bo'lib, aytilgan yoki yetkazilgan ma'noni tushunishga o'zgargan deb taxmin qilish mumkin. Bugungi kunda muloqot murakkab fenomen bo'lib, ingliz tili lingvistikasi franka sifatida ishlatiladi, ya'ni bu til ko'plab ona tilida so'zlashuvchilar o'rtasida umumiy til sifatida qo'llanilib, turli tillarni bilmagan odamlar o'rtasidagi o'zaro aloqada ham ishlatiladi. Til boshqalar bilan muloqot qilishning asosiy vositasi bo'lib, bizga munosabatlar o'rnatishda va atrofimizdagi dunyoni tushunishda yordam beradi. Yangi tilni o'rganish jarayonida biz turli madaniyatlar, dinlar va urf-odatlar haqida ma'lumotga ega bo'lib, fikr doiramizni kengaytiramiz. Til, shuningdek, jamiyatning madaniyati bilan chuqur bog'liqdir. Jamiyatda foydalaniladigan til o'sha jamiyatning qadriyatlari va e'tiqodlarini aks ettiradi. Bundan tashqari, til jamiyat tarixining ham ifodasidir, chunki til ijtimoiy, madaniy va siyosiy ta'sirlarni o'zida mujassamlashtiradi va madaniyatni o'zgartirish yoki saqlab qolish uchun vosita sifatida xizmat qilishi mumkin. Til madaniyatga ta'sir qilish uchun uni odamlar va ularning atrof-muhiti bilan aloqada o'rganish zarur. Bir mamlakatda gapiriladigan til boshqa mamlakatlardagi tillardan farq qilishi mumkin, chunki geografiya, iqlim, din va tarixiy hodisalar kabi omillar vaqt o'tishi bilan ikki mamlakatni o'ziga xos tarzda shakllantirgan.

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ZAMONAVIY TILSHUNOSLIKDA MODALLIK KATEGORIYSI VA MODAL SO'ZLARNING HUSUSIYATLARI

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Annotation: *This article discusses the concept of modality in linguistics, categories, scientific and theoretical views and attitudes of linguists towards modality categories, examples from the works of foreign scholars and their analysis. We will also look at their lexical-semantic, morphological and syntactic analytical expression.*

Keywords: *speech, intonation, denial, interrogation, affirmation, suspicion, conditionality, category*

Modallik kategoriyasi va uning semantik xususiyatlari juda qadimdan faylasuflarni va boshqa fanlarning vakillarini qiziqtirib kelgan. Bu fikrlarning dalili sifatida Aristotel tomonidan modallik kategoriyasining ikki aspektga – “ob’ektiv borliqdagi harakatning amalga oshishi mumkinligi yoki uning haqiqatdan oshmasligi mumkinligi (ehtimolligi)” – ajratilishini keltirishimiz mumkin.

Modallik kategoriyasini mohiyati haqida Aristotel shunday deydi: “Bu eng oliy mantiqiy tushunchalar bo‘lib, ob’ektiv borliqning asosiy, muhim xususiyatlari kategoriyalarda aks etadi va ular asosida boshqa tushunchalar hosil bo‘ladi. Ular moddiy dunyo (ob’ektiv borliq) bilan bog‘langanligi uchun kategoriyalar tabiat narsalari orasidagi bog‘lanish va ularning munosabatini ifodalab gaplarning asl mohiyatini anglatadi”. [Kondakov, 1975: 240]

Gapda ifodalangan fikrning voqelikka munosabatini ko‘rsatuvchi modallik kategoriyasi har bir gapning muhim konstruktiv belgilaridan biri hisoblanadi. Tilshunoslikda modallik deganda, odatda,

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soʻzlovchining ifodalayotgan gap mazmuniga boʻlgan munosabati tushuniladi. Ushbu obʼektiv voqelikni soʻzlovchi baholash tarzida qabul qiladi va uni oʻz ongida aks ettirib, voqelikka boʻlgan munosabatini har xil semantik kategoriyalar yordamida bayon qiladi.

Tilshunoslikda modallik gapning eng muhim belgisi, mantiqda esa tafakkur shakli hukmning muhim belgisi sifatida talqin qilinadi. Koʻpchilik tilshunoslar mantiq bilan tilshunoslikning oʻzaro munosabatini “hukm va gap muammosi”, “taffakkur v til” kategoriyalar, “qadimgi” va “hozirgi zamon” taffakkuri tushunchalarini tekshirish bilan kifoyalanadilar. “Tilshunoslikda modallik, - deya taʼkidlaydi J. Yoqubov, - soʻzlovchining aytilayotgan gap mazmuniga va gapning voqelikka munosabatini anglatuvchi soʻzlar kategoriyasi deb taʼrif berilsa, mantiq ilmida esa modallik – hukmning asosiy muhim xususiyati boʻlib, unda predmetning u yoki bu belgisi ifodalanadi. Modallik hukmda aytilgan voqelikning mazmuniga koʻra, unga beriladigan semantik tavsif: **hukm zaruriy, ehtimoliy, tasodifiy, noehtimoliy** kabi tushunchalarning predikat bilan subʼekt orasidagi mantiqiy bogʻlanishi tushuniladi. Modallik mantiqda **chin, xato, tasdiq, inkor, shart** maʼnolarini anglatib, ular maxsus modal operatorlar orqali ifodalanadi.

Keyingi yillarda modallik kategoriyasining funksional aspektida til va nutqqa eʼtibor kuchaydi. Buni V. G. Gakning modallik kategoriyasining adabiy va ogʻzaki nutq normalarida qoʻllanilishi [Gak, 2002:85-89], H. Orziqulovning modallik kategoriyasini ifodalovchi lisoniy birliklarni texnik vositalar bilan bogʻlab injenerlik lingvistikasida oʻrganishning muhimligini tavsiya qilishi [Orzuqulov, 2001: 22-25] hamda ushbu semantik kategoriyaning gapning aktual boʻlinishidagi tema va rema munosabatlaridagi roli haqidagi A. M. Bushuyning qimmatli ilmiy-nazariy qarashlari fikrimizning yaqqol dalilidir [Bushuy, 2004: 27-34].

Modallik kategoriyasi va uning semantik xususiyatlari qadimgi yunon faylasufi Aristoteldan tortib, to hozirgi tilshunos olimlar V. V. Vinogradov, V. G. Gak, A. A. Shaxmatov, A. A. Potebnya, A. M. Peshkovskiy, L. V. Ilʼerba, F. F. Fortunatov va boshqa koʻplab mutaxassislarning diqqat-eʼtiborini oʻziga tortib kelgan. Bu olimlarning barchalarini qarashlarida aks etgan asosiy gʻoya obʼektiv borliqdagi ish-harakatning amalga oshishi mumkinligi va ehtimolligidir. Ushbu

fikrni eramizdan oldingi stoiklar maktabi vakillarining qarashlarida ham, o'rta asrda yashab, bizga qimmatli ma'lumotlar qoldirgan Forobiy, G'arb mantiqshunos olimlari Vilyam Okkam, Djon Buridan, Psevdo Skotlarning meroslarida ham kuzatishimiz mumkin.

Modallik kategoriyasi so'zlovchining nutqi mazmuniga munosabatining vositasi hisoblanib, ya'ni uning voqelikka munosabatini aks ettirib, bu bilan so'zlovchilarning bir-birini ancha to'liq, bir-birini ko'proq tushunishiga ko'maklashadi. Shu munasabat bilan akad. V.V. Vinogradovning modallik kategoriyasining shakllari va mazmuni haqidagi fikrini keltirish kerak: "Chunki gap, voqelikni uning amaliy ijtimoiy ongida aks ettirar ekan, albatta, nutqning voqelikka tegishliligini ifodalaydi, gap bilan, uning tiplarining rang-barangligi bilan modallik kategoriyasi chambarchas bog'langan. Har bir gap, muhim konstruktiv belgi sifatida, o'z ichiga modallik ma'nosini, ya'ni voqelikka munosabatni ko'rsatishni oladi. Fikrning, tuyg'uning, istakning bir butun har qanday ifodasi, voqelikni mulohazaning u yoki boshqa shaklida aks ettirib, tilning ushbu tizimida mavjud bo'lgan gapning intonatsion sxemalaridan biriga burkanadi va o'sha sintaktik ma'nolardan birini ifodalaydi-ki, ular jamuljam bo'lib modallik kategoriyasini hosil qiladilar [Vinogradov, 1975:54 – 87]. Shu nuqtayi nazaridan ham u yoki boshqa tilning modallik kategoriyasini o'rganish bu tilda so'zlashuvchilarga ancha mukammal o'zaro bir-birini tushunishga erishishga ko'maklashadigan ushbu tilning shakllarini va o'sha vositalarini tushunish imkonini beradi.

V. V. Vinogradov asarlarida modallik kategoriyasi ilmiy tarixiy jihatdan ham chuqur tahlil qilingan, muallif modallik kategoriyasini izohlashda so'zlovchining ob'ektiv borliqqa bo'lgan munosabatiga asoslangan. V. V. Vinogradov «Rus tilida modallik kategoriyasi va modal so'zlar haqida»(1975) gi asarida ilmiy tadqiqot natijalarini umumlashtirib quyidagilarni yozadi: «Har bir gap muhim asos bo'la oladigan belgi sifatida o'ziga modal ma'noni qo'shib olib, voqelikka ega bo'lgan munosabatini ko'rsatadi» (O'sha asar, 55).

Muallif har bir guruhga turlicha modal so'zlarni kiritib tahlil qiladi va ularga sintaktik funksiyani bajaruvchi so'z turkumlaridan biri sifatida qaraydi.

Shunday qilib, yuqoridagi nazariy qarashlardan kelib shunday xulosaga kelishimiz mumkin:

Modallik tilshunoslikda fe'llarning infinitiv shakli bilan bir qatorda, mustaqil ma'noga ham ega bo'lishligi, fransuz, rus va o'zbek tillarida modallik kategoriyasi turli vositalar orqali (masalan, fransuz tilida modal fe'llar va modallik ma'nosini anglatuvchi modal so'zlar yordamida, rus tilida esa ba'zibir modal fe'llar va modal so'zlar, modal yuklamalar yordamida, o'zbek tilida esa modal ma'nolar bir qancha yo'llar bilan ya'ni — ot, fe'l va ravishlarning ayrim shakllari, shuningdek, yuklama va modal so'zlar bilan) ifodalanadi. Ayrim bog'lovchi va bog'lovchilashgan so'zlar ham gapning ba'zi turlariga modallik tusini beradi. Fe'lning mayl shakllari ifodalaydigan *maslahat, so'rash, istak, ogohlantirish, buyruq, qistash, ta'qiqlash, shart* kabi ma'nolar modal ma'nolardir. Ayrim ot va ravish shakllari orqali *xohish, istak, zaruriyat, imkoniyat, mumkinlik* kabi ma'nolar, yuklamalar orqali esa *gumon, taxmin, faraz* kabi modal ma'nolar ifodalanadi.

Zamonaviy tilshunoslikda modal so'zlarga oid ko'plab til materiallari mavjud. Ushbu terminga xos yondashish ham har xil. Shunga qaramasdan tilshunoslikda modal so'zlarga nisbatan ta'riflar ham xilma xildir. Jumladan, O'zbekiston milliy ensiklopediyasi izohli lug'atida professor Ibodullo Mirzaev shunday yozadi: "MODAL SO'ZLAR (lot. modalis — o'lovchi, usul) — so'zlovchining o'z fikriga turlicha munosabatini anglatadigan va fikrning anikligi, rostligi, gumonli yoki shartlilikini ifodalash uchun xizmat qiladigan so'zlar; shaklan o'zgarmasligi bilan tavsiflanadi, ran bo'lagi vazifasida kelmaydi, gapning boshqa bo'laklari bilan sintaktik aloqaga kirishmaydi; butun fikrga yoki uning biror qismiga taallukli bo'lib, odatda, kirish so'z bo'lib keladi.

Modal so'zlar 2 katta guruhga bo'linadi: fikrning aniqligini ifodalovchi Modal so'zlar Bularga rostlik, tasdiq-ishonch, qat'iylikni bildiruvchi so'zlar (darhaqiqat, haqiqatan; albatta, shubhasiz, so'zsiz va sh. k.) kiradi. Fikrning noaniqligini ifodalovchi Modal so'zlar Bularga taxmin, gumon, tasmol kabi ma'nolarni ifodalovchi so'zlar (shekilli, chog'i, chamasi; ehtimol, balki, aftidan va b.) kiradi. Modal so'zlar nutqda pauza, yozuvda vergul bilan ajratiladi. Modal so'zlar takror qo'llansa yoki emotsional mazmunli so'z bilan birga kelsa, ma'no kuchayadi. So'zlashuv nutqida birdan optik modal so'z qo'llanishi mumkin.

Modal soʻzlarni fikrning oʻzaro munosabati (xullas, demak, binobarin, qisqasi, umuman, masalan, chunonchi, jumladan, aksincha, avvalo, avvalambor, nihoyat), eʼtiborni tortish (aytganday, aytmoqchi, zotan), taʼkid (xususan, ayniqsa), emotsional maʼno (koshki, zora, yaxshiyamki, xayriyat, attang, afsuski, ajabo) kabilarni anglatuvchi modal maʼnoli soʻzlardan farglash kerak. Modal soʻzlar va modal maʼnoli soʻzlar oʻzaro yaqin boʻlib, ularning har biriga xos belgi-xususiyatlarni aniqlash funksional grammatikaning dolzarb vazifalaridandir”.

Modallik oʻzbek tilida fikrning voqelikka munosabatini ifodalash uchun xizmat qiluvchi alohida soʻzlar borki, ular modal soʻzlar nomi bilan yuritiladi. Modal soʻzlar (lotincha modus — «usul», «oʻlchov») soʻzlovchining gapda anglatilgan fikriga, voqea-hodi-salarga munosabatini ifodalaydi. Modal soʻzlar gapda anglatilgan fikrning soʻzlovchi uchun qanchalik aniqligini, bu xabarni soʻzlovchi qanday baholashini bildiradi. Modal soʻzlar, odatda, umuman gapga tegishli boʻlib, gap boʻlaklari bilan grammatik aloqaga kirishmaydi. Shuning uchun ular gap boʻlagi ham boʻlib kelmaydi. Masalan: *“Mehnat hamda turmush tajribasi, hunari boʻlmagan odam ishdagi kishining oʻyini, tuygʻusini anglamaydi”* gapiga albatta, *shubhasiz, ehtimol* kabi soʻzlar kiritilsa, bu gapning mazmuni oʻzgarib qolmaydi; bu soʻzlar fikr soʻzlovchi tomonidan qanday baholanishini bildiradi.

U. Tursunov, J. Muxtorov, Sh. Rahmatullaevlarning fikrlariga koʻra “Modal soʻzlar bir butun leksik birlik sifatida qaraladi, ularning tarkibi morfologik elementlarga ajratilmaydi. Masalan, *shubhasiz*, soʻzsiz soʻzlari kelib chiqish jihatidan sifat. Bu modal soʻzlar aniqlik, qatʼiylilik, reallik kabi maʼnolarni ifodalaydi. Ammo ularni ayrim morfologik qismlarga ajratib boʻlmay-di (ularda sifat yasovchi **-siz** affiksi ajratilmaydi). Baʼzan esa ayrim mustaqil soʻzlar gapda modal soʻz oʻrnida qoʻllanib, modallik maʼnosini bildirishga xizmat qiladi. Bunday soʻzlar hozirgi tilimizda butunlay modal soʻzlar kategoriyasiga oʻtmagan boʻlib, maʼlum oʻrinlarda tasdiq, taʼkid, ayirish kabi ottenkalarni ifodalashga xizmat qiladi”.

Nemis tilida modallik kategoriyasini tadqiq qilgan oʻzbek olimi T.Z. Mirsoatov esa modal soʻzlarni maʼnosiga koʻra bir qancha turga boʻlgan: 1) asliy modal soʻzlar, 2) soʻzlovchi fikrini subʼektiv aniqlaydigan modal soʻzlar, 3) fikrni bayon qilish usulini asoslaydigan

modal soʻzlar, 4) tasdiq va inkor maʼnolarini ifoda etadigan modal soʻzlar [Mirsoatov, 1974: 124-125].

Boshqa tilshunoslar esa modal soʻzlarning semantikasidan kelib chiqib, ularni uch guruhga ajratadi: 1. Soʻzlovchining borliq haqidagi fikrining reallik darajasini ifodalovchi modal soʻzlar. 2. Soʻzlovchining borliq haqida boʻlgan his-tuygʻu munosabatlarini ifodalovchi modal soʻzlar. 3. Soʻzlovchining fikrini ifodalash shakli toʻgʻrisidagi munosabatlarni bildiruvchi modal soʻzlar [Saidov C, 1964: 130-131].

Mazkur fikr va misollar tahlili shuni koʻrsatmoqdaki, modallik kategoriyasi oʻzbek tilida feʼl shakllari, koʻmakchi va toʻliqsiz feʼllar bilan ifodalanadi. Ammo oʻzbek tilida ushbu semantik kategoriya yuqorida tilga olingan morfologik shakllar bilangina cheklanib qolmasdan, leksik vositalar bilan ham ifodalanishi mumkin. Modal soʻzlar va yuklamalar ana shunday til birliklari hisoblanadi.

Hozirgi oʻzbek tilida fikrning voqelikka munosabatini ifodalash uchun xizmat qiluvchi alohida soʻzlar ham borki, ular *modal soʻzlar* nomi bilan yuritiladi. Modal soʻzlar soʻzlovchining gapda ifodalangan fikriga, voqea-hodisalarga munosabatini ifodalaydi. Modal soʻzlar gapda ifodalangan fikrning soʻzlovchi uchun qanchalik aniqligini, bu xabarni soʻzlovchi qanday baholashini bildiradi. Modal soʻzlar, odatda, umuman gapga tegishli boʻlib, gap boʻlaklari bilan grammatik aloqaga kirishmaydi. Shuning uchun ular gap boʻlagi boʻlib kelmaydi [Minniaymetov R.G, 2000:23].

Oʻzbek tilshunosligida modal soʻzlarga boʻlgan munosabat, ularni semantik maʼno va guruhlariga ajratish nuqtai nazaridan yagona fikr yoʻq. Shuning uchun biz olimlarning bu til boʻlaklariga oid nazariy qarashlariga imkon qadar aniqlik kiritishni lozim topdik.

A.N. Kononov modal soʻzlarni uch guruhga ajratadi: 1) nutqda turli maʼnolarni ifodalovchi soʻzlar: *mana, ana, hatto, hamisha, bari*, 2) har xil modal maʼno nozikliklari bilan nutqqa kiruvchi soʻzlar: *qani, ha, ha shunday, balli, yoʻq, labbay, chunonchi, faqat, nahot, nahotki, shekilli*. Oxirgi modal soʻz kesim bilan birikib, yagona leksik-sintaktik majmuani tashkil qiladi va qiyosiy-taxmin munosabatni bildiradi. 3) shakl vazifasini oʻtovchi soʻzlar: *kerak, mumkin, mumkin emas, lozim*. Bu modal soʻzlar oʻzining leksik maʼnolari bilan grammatik shakllarni hosil qilish uchun xizmat qiladi va modal gaplarning kesimini ifodalaydi [Kononov.A.H, 1960: 336-337].

Tadqiqotchi S. Saidov nemis va o'zbek tillaridagi modal so'zlarni qiyosiy tahlil qilar ekan, ularni mazmuniga qarab uch guruhga bo'lgan: 1) so'zlovchining real voqelikka bo'lgan munosabatini bildiruvchi so'zlar: *darhaqiqat, balki*; 2) so'zlovchining voqelikka bo'lgan hissiyotini ifodalovchi so'zlar: *afsuski, baxtga qarshi*; 3) so'zlovchining gap mazmuniga munosabatini anglatuvchi so'zlar: *chunonchi, qisqasi* va h.k.

Tadqiqotchi o'zbek tilidagi modal so'zlarning miqdorini 133 ta deb beradi. Shulardan 113 tasi tuzilish jihatdan sodda, mustaqil so'zlar, qolganlari esa modal so'z birikmalaridir [Saidov C, 1964: 217-218]. Ammo modal so'zlarning miqdori ko'p bo'lgani bilan ularning ba'zilari, masalan, *alalxusus, alhol, baharhol, filhaqiqat* kabi so'zlar badiiy asarlarda yoki she'riyatda qo'llangan, ammo hozirgi kunda ular nihoyatda kam ishlatiladi.

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MEDIA LITERACY EDUCATION IN HIGH SCHOOLS

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Abstract:

This article examines the critical role of media literacy education in shaping informed and responsible citizens. It explores the challenges posed by misinformation and the skills necessary to navigate the digital age. The inclusion of survey findings from 125 students and 20 teachers provides insights into perceptions of media literacy's importance and effective teaching methods, emphasizing its relevance in today's information environment. It explores the challenges posed by misinformation and the skills necessary to navigate the digital age. Emphasis is placed on integrating media literacy into high school curricula to prepare students for an increasingly media-saturated environment. The study includes survey results from 126 students and 20 teachers, highlighting perceptions of media literacy's importance and effective teaching methods.

Keywords: media literacy, education, critical thinking, high school, misinformation, digital age, curriculum.

Introduction

The phrase "the media" began to be used in the 1920s. The notion of "mass media" was generally restricted to print media up until the post-Second World War, when radio, television and video were introduced. The audio-visual facilities became very popular, because they provided both information and entertainment, because the color and sound engaged the viewers or listeners and because it was easier for the general public to passively watch TV or listen to the radio than to actively read. In recent times, the Internet become the latest and most popular mass medium. Information has become readily available through websites, and easily accessible through search engines. One

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can do many activities at the same time, such as playing games, listening to music, and social networking, irrespective of location.

In today's interconnected world, media has become a dominant force influencing perceptions, opinions, and behaviors. High school students, in particular, are heavily influenced by the media they consume daily, including social media platforms like Instagram and Google, Wikipedia *streaming* services such as Netflix and YouTube, and online news websites. These platforms often act as primary sources of information and entertainment, shaping opinions, trends, and even social behaviors. For example, viral challenges or trending news stories can quickly gain traction among teenagers, significantly impacting their perspectives and decision-making processes. A trending social media challenge may shape behavior or fashion choices among teenagers, while misinformation about health or politics can skew their understanding of critical issues. These examples underscore the urgent need for media literacy education to empower students to critically assess and engage with the content they encounter.[1,p 20]

The digital age has brought unprecedented access to information, but it has also amplified the spread of misinformation and disinformation. High schools play a pivotal role in equipping students with the tools necessary to critically analyze and interpret media content. Media literacy education emerges as an essential component of modern curricula, fostering skills such as critical thinking, understanding bias, recognizing persuasive techniques, and identifying reliable sources.[1,p 21]

According to a recent study by the Pew Research Center, a significant percentage of teenagers struggle to discern credible sources from unreliable ones. Media literacy can address this gap by integrating practical and theoretical approaches into education.[1, p 22]

Methods (Survey Results)

To better understand the importance of media literacy education, a survey was conducted among 100 high school students and 50 teachers. Participants were selected using a stratified sampling method to ensure a diverse representation across various schools and age groups. Data collection was carried out via online questionnaires distributed through school networks and teacher associations. The survey included both multiple-choice questions and open-ended responses, allowing for

quantitative and qualitative analysis of their perspectives on media literacy. The survey explored their perceptions of media literacy's relevance, effective teaching methods, and encounters with misinformation.

Survey Questions and Responses:

1. How important do you think media literacy education is for high school students in today's information environment?

- Very important: 46% students, 60% teachers
- Important: 45,2% students, 40% teachers
- Not very important: 8,7% students, 0% teachers
- Not important: 0% students, 0% teachers

2. Which methods of teaching media literacy do you think are most effective for high school students?

- Analyzing real-life examples from the internet: 40,5% students, 35% teachers
- Discussing theoretical aspects of media literacy: 23,8% students, 10% teachers
- Interactive lessons and exercises on critical content evaluation: 25,4% students, 45% teachers
- Other: 10,3% students, 10% teachers

3. How often do you encounter false or misleading information on the internet?

- Very often: 25,4% students, 35% teachers
- Sometimes: 55,6% students, 60% teachers
- Rarely: 14,3% students, 5% teachers
- Never: 4,7% students, 0% teachers

These results highlight the shared recognition among students and teachers of the importance of media literacy education and their preference for practical, real-world teaching methods.

Global Examples of Media Literacy Integration. Countries that have embraced media literacy education in their school systems report positive outcomes. For instance, Finland integrates media literacy across various subjects, ensuring that students are exposed to critical thinking and fact-checking from an early age. This has contributed to Finnish students consistently ranking among the highest in media literacy assessments globally. Similarly, Canada includes media literacy within the English Language Arts curriculum, encouraging

students to analyze media texts and understand their cultural and societal implications. Additionally, countries like Sweden and the Netherlands have implemented nationwide initiatives focusing on recognizing misinformation and understanding digital algorithms. These comprehensive approaches not only improve students' critical thinking but also enhance their ability to identify reliable information. According to studies, students from these countries exhibit significantly higher proficiency in distinguishing credible sources compared to their peers in regions without structured media literacy programs. For example:

- *Finland* integrates media literacy across subjects, emphasizing critical thinking and fact-checking from an early age. Finnish students consistently rank among the best in media literacy assessments.

- *Canada* incorporates media literacy into the English Language Arts curriculum, where students analyze media texts and understand their social and cultural implications.

- *Australia* includes media literacy as part of its digital technologies curriculum, preparing students to critically evaluate online information.

According to a 2020 study, students in these countries demonstrated a 30% higher capability in identifying misinformation compared to peers in nations without structured media literacy programs.[4, p 32]

Challenges and Solutions

Despite its importance, media literacy education faces obstacles that vary across regions and education systems. For instance, in developing countries, limited access to digital infrastructure and educational resources poses significant barriers. A 2022 UNESCO report highlighted that only 35% of schools in low-income nations have reliable internet access, making it challenging to introduce comprehensive media literacy programs. In more developed regions, the lack of teacher training is a critical issue. A survey by the National Association for Media Literacy Education found that 60% of teachers in the United States felt unprepared to teach media literacy effectively, citing insufficient professional development opportunities. Additionally, resistance to curriculum changes is a common challenge. For example, in some school districts, integrating new subjects such as media literacy faces pushback due to overcrowded curricula and a focus

on standardized testing. Cultural factors can further complicate implementation; in certain countries, political or ideological sensitivities restrict the scope of media analysis, limiting educators' ability to address controversial topics. Addressing these obstacles requires targeted interventions, such as increased funding for digital infrastructure, comprehensive teacher training programs, and policy reforms that prioritize media literacy as an essential component of education.[6,p 12]

- *Limited resources:* Developing countries often lack digital infrastructure and educational tools.

- *Teacher training:* Many educators are not trained in teaching media literacy effectively.

- *Resistance to change:* Incorporating new curricula can face opposition from policymakers and educators.

To overcome these challenges, policymakers must prioritize funding for media literacy programs, provide professional development opportunities for educators, and promote collaboration between schools, parents, and media organizations.

Modern educational technology can improve access to education, including full degree programs. It enables better integration for non-full-time students, particularly in continuing education and improved interactions between students and instructors. Learning material can be used for long distance learning and are accessible to a wider audience. Course materials are easy to access. In 2010, 70.3% of American family households had access to the internet. In 2013, according to Canadian Radio Television and Telecommunications Commission Canada, 79% of homes have access to the internet.[10, p 19]

Conclusion

Media literacy education is a vital tool in preparing students for the complexities of the digital age. By fostering critical thinking, promoting responsible media consumption, and combating misinformation, high schools can empower the next generation to navigate an ever-changing media landscape. The survey results reinforce the universal need for media literacy and the effectiveness of practical, real-world teaching methods. Investing in media literacy is not merely an educational priority but a societal necessity, ensuring that future citizens are

equipped to participate in democratic processes and contribute to an informed public discourse.

Students appreciate the convenience of e-learning, but report greater engagement in face-to-face learning environments. New technologies are frequently accompanied by unrealistic hype and promise regarding their transformative power to change education for the better or in allowing better educational opportunities to reach the masses. Examples include silent film, broadcast radio, and television, none of which have maintained much of a foothold in the daily practices of mainstream, formal education. Technology, in and of itself, does not necessarily result in fundamental improvements to educational practice. The focus needs to be on the learner's interaction with technology not the technology itself. It needs to be recognized as "ecological" rather than "additive" or "subtractive". In this ecological change, one significant change will create total change.

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TAQLID SO‘ZLARNING O‘ZBEK TILSHUNOSLIGIDA O‘RNI VA GRAMMATIK XUSUSIYATLARI

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Annotatsiya. *Ushbu maqolada tilning kelib chiqishi bilan bog‘liq turli nazariyalar tahlil qilinib, xususan, **Taqlid so‘zlar** keng yoritilgan. Mazkur nazariyaga ko‘ra, insonlar dastlab tabiatdagi turli tovushlarni eshitib, ularga taqlid qilish orqali ilk so‘zlarni yaratganlar. Tadqiqot davomida qadimgi yunon faylasuflari Demokrit va Platonning fikrlari, shuningdek, turli tilshunos olimlarning ilmiy yondashuvlari tahlil qilingan.*

Maqolada taqlid so‘zlarning lingvistik xususiyatlari, tasnifi hamda ularning o‘zbek tilshunosligida mustaqil so‘z turkumi sifatida qaralishi haqida bahs yuritiladi. Shuningdek, taqlid so‘zlar tovushga va holatga taqlid qilish xususiyatiga qarab guruhlangan bo‘lib, ular turli misollar bilan boyitilgan. Ushbu maqola tilshunoslik, ayniqsa, fonetika va semantika yo‘nalishida tadqiqot olib borayotgan mutaxassislar uchun muhim nazariy manba bo‘lib xizmat qiladi.

Kalit so‘zlar: *derivatsion, lingvistika, onomatopoeia, sintaktik, tasnif, taqlid,*

Til insonlar o‘rtasidagi eng asosiy aloqa vositasi bo‘lib, jamiyat taraqqiyoti jarayonida shakllanib, umumiy manfaatlarga xizmat qiladi. Tilning kelib chiqishi va rivojlanishi jamiyatning o‘sishi bilan chambarchas bog‘liq bo‘lib, inson kamoloti bilan shug‘ullanuvchi barcha fanlar til bilan uzviy aloqada bo‘ladi. Tilning tabiati va mohiyati, uning jamiyatdagi roli, tuzilishi hamda bu tuzilmani tashkil etuvchi qismlarning o‘zaro bog‘liqligi, shuningdek, tilning ishlash mexanizmi va qonuniyatlarini chuqur o‘rganish muhim ahamiyat kasb etadi. Shuning uchun tilni har tomonlama tadqiq etish zarurdir.

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Tilning kelib chiqishi haqida fan doirasida turli qarama-qarshi nazariyalar mavjud bo'lib, ular o'zaro munozara va bahs-munozaralar asosida shakllangan. Ba'zi nazariyalarga ko'ra, til insonlarning o'zaro muloqot qilish ehtiyojidan kelib chiqqan bo'lsa, boshqalar til dastlab ayrim shaxslarning o'z fikrlarini avval o'zlari, so'ng boshqalar uchun ifodalash zarurati natijasida paydo bo'lgan deb hisoblaydi.

Shu sababli, tilning paydo bo'lishi va shakllanishi haqida turlicha fikr-mulohazalar, farazlar hamda nazariyalar ilgari surilgan. Ushbu nazariyalarni chuqur o'rganish va tanqidiy tahlil qilish zarur. Asosiy nazariyalar esa to'rt turga bo'linadi[1].

1. ***Ovozga taqlid nazariyasi***
2. ***Undovlar nazariyasi***
3. ***Mehnat hayqiriqlari nazariyasi***
4. ***Ijtimoiy kelishuv nazariyasi***

Biz quyidagi nazariyalardan birinchisini, ya'ni "***Ovozga taqlid nazariyasi***" ya'ni "***taqlid so'zlar***"ni ko'rib chiqamiz. Kishilarning o'z atrofidagi predmetlarning chiqargan ovoziga taqlid qilishi natijasida dastlabki so'zlar, predmetlarning nomlari paydo bo'lgan, deb hisoblaydi. Bu nazariya qadimgi Yunonistonda - Demokrit va Platon davrida o'rta tashlangan bo'lib, unga ko'ra ibtidoiy odamlar yo ongli, yo ongsiz tarzda turli – tuman tovushlar, ya'ni hayvonlarning baqiriqlari, qushlarning sayrashi, shamol va sharsharalarning ovozlarga taqlid qilishga harakat qilishgan. Keyinchalik bu jarayon fanga **taqlid so'zlar** yoki **onomatopik** so'zlar ko'rinishida kirib keldi. **Onomatopoeia (onomatopoea)** so'zi yunon tilidan olingan bo'lib, **ὀνοματοποιία (onomatopoiía)** so'zidan kelib chiqqan. **ὄνομα (ónoma)** – "ism, nom", **ποιέω (poiéō)** – "yaratmoq, hosil qilmoq" degan ma'nolarni anglatadi. Shunday qilib, **onomatopoeia** so'zi "tovushlarni nomlash yoki yaratish" ma'nosini anglatadi[2]. Bu atama lingvistikada tabiatdagi tovushlarga taqlid qilib hosil bo'lgan so'zlarni ifodalash uchun ishlatiladi.

Taqlid so'zlarning grammatik xususiyatlari va tasnifi borasida turli tilshunos olimlarning qarashlari bir-biridan farq qiladi. Ayrim olimlar taqlid so'zlarni mustaqil so'z turkumi sifatida tan olish zarurligini ilmiy asoslab bersa, boshqalar bu fikrga qo'shilmaydi.

Taqlid so'zlar – o'zbek tilshunoslari tomonidan **alohida olingan so'z turkumi** sifatida qaraladi.

Taqlid soʻzlarning mustaqil soʻz turkumi sifatida qaralishini 2010-yilda chop etilgan “Hozirgi oʻzbek adabiy tili” kitobida koʻramiz. Kitobda taqlid soʻzlarning oʻzbek tilida bir guruhni tashkil etishi aytilib, mustaqil soʻzlar sirasidan oʻrin olganligi taʼkidlanadi va bir qancha ilmiy asoslar keltiriladi:

-turkiy tillarda taqlid miqdoran koʻp va maʼno jihatdan rang-barang;

-ulardagi tovushlar tizmasi maʼlum obyektiv voqelikdan xabar berib turadi;

-taqlid gap tarkibida maʼlum bir sintaktik pozitsiya egallaydi[3].

Taqlid soʻzlar, eng avvalo, feʼl soʻz turkumining shakllanishiga asos boʻladi. Shuningdek, ular ot soʻz turkumining tarkib topishiga ham taʼsir qiladi. Lugʻaviy maʼno ifodalash jihatidan taqlid soʻzlar ikki guruhga boʻlinadi. Mustaqil soʻz turkumi sanaluvchi olmoshlar esa lugʻaviy maʼnoga ega boʻlmasligi va derivatsion qoʻshimchalar orqali kamdan-kam yangi soʻz hosil qilishi bilan ajralib turadi. Shu sababli, qaysi biri – olmosh yoki taqlid soʻzlar – mustaqil soʻz turkumiga mansub boʻlishi kerakligi haqida bahsli savol tugʻiladi.

Baʼzi tilshunoslarning (B. Mengliyev, R. Sayfullayeva) fikricha, taqlid soʻzlar lugʻaviy maʼnoga ega boʻlishi va yangi soʻz yasashiga asos boʻlishi sababli mustaqil soʻz turkumiga kiritilishi kerak. Boshqa tilshunolar esa taqlid soʻzlarni alohida turkum sifatida yoki baʼzi manbalarda oraliqdagi soʻz turkumi sifatida tasniflash maqsadga muvofiq ekanini taʼkidlaydi[4].

Bugungi kunda taqlid soʻzlar tilning ajralmas qismi boʻlib, tasviriylik va ifodalilikni oshirishga xizmat qiladi. Masalan, itning vovullashi, mushukning miyovlashi, qushlarning sayrashidan kelib chiqqan taqlid soʻzlar mavjud. Shuningdek, jonli va jonsiz narsalarning holatini ifodalovchi taqlid soʻzlar ham tilimizda uchraydi. Shu asosda taqlid soʻzlar ikki guruhga boʻlinadi:

1. Tovushga taqlid soʻzlar
2. Holatga taqlid soʻzlar

1. Tovushga taqlid

Tilshunolar tomonidan taqlid soʻzlarni tasniflash boʻyicha turli tadqiqotlar olib borilgan. U. Tursunov, A. Muxtorov, Sh. Rahmatullayev, A. Nurmonov, A. Sobirov, Sh. Yusupova, A. Anorbekova, Sh. Mirzayeva, R. Sayfullayeva kabi olimlar bu sohada

ilmiy izlanishlar olib borgan[5]. Quyida ularning tadqiqotlari asosida tovushga taqlid soʻzlarning tasnifini koʻrib chiqamiz.

Tovushga taqlid soʻzlar tarkibiga koʻra quyidagicha tasniflanadi:

• **Inson harakat va holatidan kelib chiqqan tovushlarga taqlid:** qars-qars, afshu, chalp-chulp, duk-duk, shalop-shalop. Masalan: *Umidning yuragi “duk-duk”, urib, beixtiyor unga yaqinlashdi. (Mirmuhsin).*

• **Chaqaloqlarning yigʻisi yoki uxlash paytida eshitiladigan tovushlarga taqlid:** inga-inga, pish-pish. Masalan: *Ayolimiz pish-pish uxladi. (Togʻay Murod)*

• **Inson quvonchi va qaygʻusini ifodalovchi tovushlarga taqlid:** qah-qah, pix-pix, hingir-hingir, hoʻng-hoʻng. Masalan: *Ellikboshi zoʻraki qah-qah urib kuldi. (Sh. Toshmatov)*

• **Inson nutqi va baqir-chaqiriga taqlid soʻzlar:** pichir-pichir, qiy-chuv, gʻoʻngʻir-gʻoʻngʻir, shivir-shivir, bidir-bidir, piqir- piqir, vagʻir-vugʻur. Masalan: *Qizlar nimalarnidir asta soʻzlashib, “piqir-piqir” kulishardi. (O.Yoqubov);*

• **Hayvonlarning ovozigga taqlid soʻzlar:** miyov, vov, uv, irr, maa, vaq-vaq, mee, moʻoʻ, dupir-dupir. Masalan: *burchakda kulcha boʻlib yotgan mushuk shoshib oʻrnidan turdi va Sidiqjonga qarab “miyov” dedi. (A.Qahhor).* **Hasharotlarning ovozigga taqlid soʻzlar:** chirr-chirr, vish, viz-viz, gʻuv-gʻuv. Masalan: *“Viz-viz” uchib arilar, gul oʻpar sharbat yalab. (Q,Muhamadiy).*

• **Qushlarning ovozigga taqlid soʻzlar:** qagʻ-qagʻ, ku-ku, kak-ku, chugʻur-chugʻur. Masalan: *Qargʻa „qagʻ- qagʻ “ etadi, oʻz vaqtini chogʻ etadi. (Gʻ.Gʻulom)*

• **Parrandalarning tovushiga taqlid soʻzlar:** gʻa-gʻa, chip-chip, qu-qu, qa-qa-qa-qaq. Masalan: *Gʻozlar, bir soʻz deysizmi? — Gʻa, gʻa — gʻa! — Totli suli yeysizmi? (Anvar Obidjon)*

• **Tabiat hodisalari va tabiiy ofatlarga taqlid soʻzlar:** gumbur-gumbur, biliq-biliq, chars-churs, shitir-shitir, gʻuv-gʻuv. Masalan: *Shamol esardi “gir-gir”, yaproqlar “shildir-shildir”. (Q. Muhammadiy).*

• **Jonsiz narsalarning tovushiga taqlid soʻzlar:** gʻiyq, duk, qars-qars, sharaq, taraq, tap, tars. Masalan: *Qamishning tomiri yumshoq boʻlib, chaynaganda qars- qars ovoz chiqarar edi. (S.Ahmad)*

• **Narsalarning bir-biriga urilishi natijasida hosil boʻladigan tovushga taqlid:** taq-taq, qars-qars, sharaq, taqir-tuqur. Masalan: *Eshik “taraq-turuq” ochilib jun etigini duqqillatgancha, akasi Mo‘min kirib keldi. (G. Gulom).*

• **Texnika va texnik asboblarning tovushiga taqlid soʻzlar:** bong-bong, chiq-chiq, taka-tum-tak. Masalan: *Soatning “Chiq-chiq” ovozi odatda kimgadir baxtsizlik olib kelsa, kimgadir ulkan baxt keltiradi. (Hikoya)*

• **Transport vositalarining tovushiga taqlid soʻzlar:** di-dit, gʻuuv, bip-bip, shaqa-shaq, paq-puq, trrr-trrr. Masalan: *Traktor ham kerosni tamom boʻlib qolsa, “paq-puq” qiladi-yu, toʻxtaydi. (A.Qahhor)*

2. Holatga taqlid

Holatga taqlid soʻzlar ham turli guruhlariga ajratiladi:

• **Inson holatiga taqlid soʻzlar:** dir-dir, lang, zirq-zirq, duv-duv, yum-yum (yigʻlamoq), sim-sim (ogʻrimoq), gʻij-gʻij (aql). Masalan: *U oʻgʻlining doʻstlarini koʻrishi bilan koʻzlaridan “duv-duv” yosh toʻkildi. (Gʻ. Gulom).* **Insonning xususiyatini ifodalovchi taqlid soʻzlar:** jilpang-jilpang, jirt-jirt, qilpang-qilpang. Masalan: *Otaga qizning jilpang-jilpang qiliqlari unchalik yoqmadi shekilli, oʻrnidan turib ketdi. (Hikoya)*

• **Harakat holatini bildiruvchi taqlid soʻzlar:** pildir-pildir, lapang-lapang, liqang-liqang, gir-gir. Masalan: *Sabil qolgan shaloq aravamizning Qoʻqon aravalaridek liqang-liqang yurishiga ham qancha shodlanamiz. (Mashrab)*

• **Ob-havo taʼsirida yuzaga keladigan holatga taqlid soʻzlar:** dagʻ-dagʻ, dir-dir, qalt-qalt, lov-lov, jiz-jiz. Masalan: *Qobil bobo, yalang bosh, yalang oyoq, eshik oldida dagʻ-dagʻ titrardi. (A.Qahhor)*

• **Yorugʻlik va nur taʼsirida yuzaga keladigan holatga taqlid soʻzlar:** lip-lip, milt-milt, jimir-jimir, yalt-yalt. Masalan: *“Kuta-kuta milt-milt oʻchdi chiroqlarim” (Salim Ashur)*

• **Tabiat hodisalari natijasida hosil boʻladigan holatga taqlid soʻzlar:** guppa-guppa, guv-guv, gup, sharros. Masalan: *Guppa-guppa yogʻar qor, Guyo koʻkda ini bor. (Gʻ. Gʻulom)*

• **Oʻsimliklarning harakati va holatiga taqlid soʻzlar:** gʻuj-gʻuj, hil-hil, duv-duv. Masalan: *Hil-hil pishibdi olcha,. Terishvorgin, hoy, Ali. (A.Akbar)*

Yuqoridagi tasnif taqlid soʻzlarning tilimizdagi oʻrnini yanada aniqroq koʻrsatib beradi. Ushbu soʻzlar turli holat va jarayonlarni ifodalash orqali oʻzbek tilining ifoda imkoniyatlarini boyitishda muhim rol oʻynaydi.

XULOSA

Tilning kelib chiqishi haqida turli nazariyalar mavjud boʻlib, ulardan biri "**Ovozga taqlid nazariyasi**" insonlarning atrof-muhitdagi tovushlarga taqlid qilishi natijasida ilk soʻzlar shakllanganligini taʼkidlaydi. Ushbu nazariya qadimgi yunon faylasuflari Demokrit va Platon tomonidan ilgari surilgan boʻlib, keyinchalik lingvistika fanida ham keng muhokama qilingan.

Maqolada taqlid soʻzlarning oʻzbek tilshunosligida alohida soʻz turkumi sifatida qaralishi, ularning grammatik xususiyatlari va tasnifi haqida fikr yuritiladi. Tadqiqot natijalariga koʻra, taqlid soʻzlar tovushga va holatga taqlid qilishga asoslangan boʻlib, ular tilning tasviriyligi va ifodaliligini oshirishga xizmat qiladi.

Shunday qilib, **Taqlid soʻzlar** inson nutqining paydo boʻlishi bilan bogʻliq muhim nazariyalardan biri boʻlib, taqlid soʻzlar esa til rivojlanishining muhim tarkibiy qismi ekanligi isbotlanadi. Ushbu mavzu boʻyicha kelgusida yanada chuqur ilmiy tadqiqotlar olib borish zarurati mavjud.

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LANDSCAPE AND INTERIOR IN KATHERINE MANSFIELD'S STORIES

Ataullayeva Sitorabonu¹

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Annotation: *This article explores the use of landscape and interior spaces in Katherine Mansfield's short stories, emphasising how these settings reflect her characters' emotions, psychological states, and societal roles. It discusses how landscapes often symbolise freedom, beauty, and emotional reflection, while interior spaces represent confinement, social expectations, and psychological tension. The article analyzes stories such as "At the Bay," "Prelude," "The Doll's House," and "Bliss," demonstrating how Mansfield contrasts exterior and interior settings to enhance themes of alienation, transience, and the conflict between personal desires and social constraints. Through this dynamic interplay, Mansfield deepens the emotional and thematic complexity of her fiction.*

Keywords: *Landscape and interior, symbolism in setting, freedom vs. confinement, social expectations, Psychological depth, alienation, transience, modernist short fiction, the contrast between nature and domestic space.*

In literature, landscape and interior serve as crucial elements of setting and atmosphere, shaping themes, character development, and narrative tone. They often reflect psychological states, social conditions, or symbolic meanings. Landscape refers to the external environment depicted in a story, including natural and urban settings. It plays various roles, such as:

1. Mood and Atmosphere – A stormy sea may create tension (e.g., *Wuthering Heights* by Emily Brontë, where the moors reflect turbulent emotions).
2. Symbolism – A barren desert may symbolize isolation or spiritual emptiness (e.g., T.S. Eliot's *The Waste Land*).

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3. Character Reflection – The landscape often mirrors a character’s internal struggles (e.g., in Thomas Hardy’s novels, nature often reflects fate).

4. Plot Influence – Certain landscapes shape the narrative, such as survival stories in harsh wilderness settings (*The Call of the Wild* by Jack London).

Interior settings refer to enclosed spaces like homes, rooms, or buildings. These spaces often reveal deeper insights into characters and themes:

1. Psychological Depth – A cluttered room may symbolize a chaotic mind (e.g., Miss Havisham’s decayed mansion in *Great Expectations* by Charles Dickens).

2. Social and Class Commentary – Interior settings can highlight economic and class distinctions, such as the contrast between rich and poor homes (*The Great Gatsby* by F. Scott Fitzgerald).

3. Emotional and Narrative Intimacy – Domestic spaces often serve as the backdrop for personal conflicts, family dynamics, or introspection (*Anna Karenina* by Leo Tolstoy).

4. Symbolic Meaning – Interiors can represent entrapment, safety, or even psychological states (e.g., the claustrophobic setting of Charlotte Perkins Gilman’s *The Yellow Wallpaper*).

Both landscape and interior are more than mere backgrounds; they enhance the storytelling, provide symbolic weight, and create immersive worlds for readers.

Katherine Mansfield, one of the most influential modernist short story writers, masterfully employs landscape and interior settings to reflect the emotions, psychological states, and social conditions of her characters. Her use of setting goes beyond mere description; it serves as a mirror to inner conflicts, a symbol of human experiences, and a tool for enhancing themes of alienation, longing, and transience. In many of her stories, the contrast between exterior landscapes and interior spaces underscores tensions between freedom and confinement, reality and illusion, and individual desires versus societal expectations.

Mansfield’s landscapes are often imbued with symbolic significance, shaping the mood of her stories and deepening character exploration. The natural world in her fiction frequently represents freedom, beauty, and emotional intensity. For instance, in “At the Bay”,

the vastness of the beach and the rhythm of the sea evoke a sense of openness and possibility. The story follows the Burnell family on a summer morning, and the landscape becomes a space where characters—especially the women—momentarily escape from societal constraints. The beach allows for reflection and connection with nature, contrasting with the rigid roles imposed upon them in domestic settings.

Similarly, in “Prelude”, the lush New Zealand countryside plays a vital role in shaping the story’s tone. The shifting natural scenery reflects the uncertainties of the Burnell family as they move to a new home. The garden, trees, and open spaces offer moments of wonder and exploration, particularly for Kezia, the child protagonist. For Kezia, the landscape is a place of curiosity and discovery, but for Linda, her mother, it highlights a sense of disconnection and emotional detachment. The contrast between their reactions to the same setting underlines the different ways characters experience their world.

While Mansfield’s landscapes often symbolize freedom and emotional intensity, her interior spaces frequently represent entrapment, societal expectations, and psychological turmoil. The domestic sphere, particularly for women in her stories, becomes a site of both physical and emotional restriction.

In “The Doll’s House”, for example, the physical setting of the house itself reflects class divisions and social hierarchies. The Burnell sisters receive a beautiful dollhouse as a gift, which becomes a symbol of privilege and exclusivity. The setting of the house, with its miniature yet meticulously detailed rooms, mirrors the rigid social structure of the real world, where the Kelveys, who come from a lower-class background, are excluded. The contrast between the interior of the doll’s house and the larger, more natural outdoor setting highlights the artificiality of social divisions.

Similarly, in “Bliss”, the interior of Bertha Young’s home reflects her emotional state. The elegant and carefully arranged setting of her dinner party seems to represent harmony and happiness, but this illusion is shattered when she discovers her husband’s infidelity. The warm, inviting space of her home becomes ironic—it is within this beautiful environment that she experiences profound betrayal and disillusionment.

One of the most striking aspects of Mansfield's use of setting is the way landscapes and interiors interact to deepen the psychological and thematic complexity of her stories. Often, characters feel drawn to the outside world as a space of potential liberation, only to find themselves confined within the expectations and realities of their interior lives.

For instance, in "Prelude", Linda feels trapped within her domestic role, longing for something beyond the walls of her home.

While the landscape around her is beautiful and inviting, she remains emotionally distant from it, unable to connect fully with the world outside. This interplay between landscape and interior highlights her sense of alienation and dissatisfaction with her life.

Similarly, in "At the Bay", the contrast between the beach and the home reflects the duality of human experience—the yearning for freedom versus the pull of responsibility. The open sea represents an escape, while the domestic interiors symbolize routine and societal constraints.

Katherine Mansfield's masterful use of landscape and interior settings enhances the emotional depth and thematic resonance of her stories. Landscapes often symbolize freedom, wonder, and emotional intensity, while interiors reflect confinement, societal pressures, and psychological complexity. By skillfully contrasting these settings, Mansfield captures the tensions between personal desires and external expectations, between fleeting moments of beauty and the inescapable realities of life. Through her vivid and symbolic settings, she not only creates immersive worlds but also deepens the reader's understanding of human emotions and experiences.

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WOMEN CHARACTERS IN LITERATURE: EVOLUTION AND IMPACT

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Annotation: *This article explores the evolution of women characters in literature, tracing their development from classical antiquity to contemporary fiction. It examines how female characters have transitioned from passive symbols to complex, independent figures, reflecting societal changes and feminist movements. Key themes such as independence, oppression, intersectionality, and family dynamics are discussed, highlighting the growing diversity and depth of women's representation in literature.*

Keywords: *Women in literature, female characters, literary evolution, feminism in literature, gender roles, female protagonists, feminist literature, women's representation, classic literature, modern fiction.*

Women in literature have evolved significantly over time, reflecting cultural, social, and political changes. From passive figures in early works to complex, independent protagonists in modern fiction, female characters have shaped and been shaped by society's perception of gender.

Historical Evolution of Women in Literature: 1. The Classical and Medieval Periods: Women as Symbols.

In early literature, women were often idealized or vilified. In Greek mythology and epics like *The Iliad* and *The Odyssey*, female figures such as Helen of Troy and Penelope were either passive beauties or faithful wives. In medieval literature, women were frequently cast in the roles of the virtuous maiden, the devoted wife, or the dangerous temptress (e.g., Guinevere in Arthurian legends).

2. The Renaissance and 18th Century: Women as Love Interests and Moral Guides. During the Renaissance, women in literature began to exhibit more complexity. Shakespeare's heroines—such as Portia (*The Merchant of Venice*) and Lady Macbeth (*Macbeth*)—display

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intelligence and ambition, though often within the confines of patriarchal structures.

The 18th-century novel introduced the sentimental heroine, with works like Samuel Richardson's *Pamela* and Jane Austen's *Pride and Prejudice*, where Elizabeth Bennet defies social norms with wit and independence but still navigates the expectations of marriage and propriety.

3. The 19th Century: The Rise of Complex Female Protagonists. The 19th century saw a shift toward deeper psychological exploration of women's lives. Charlotte Brontë's *Jane Eyre* portrays a woman seeking autonomy and love on her own terms. In contrast, Gustave Flaubert's *Madame Bovary* presents Emma Bovary as a tragic figure trapped by societal constraints.

Authors like Louisa May Alcott (*Little Women*) and George Eliot (*Middlemarch*) depicted women as intellectual and emotionally rich individuals, struggling against gender expectations.

4. The 20th Century: The Feminist Movement and Literary Rebellion. As feminist movements gained momentum, literature reflected shifting attitudes toward gender roles. Virginia Woolf's *A Room of One's Own* challenged the lack of female representation in literature, advocating for women's creative independence.

Authors like Sylvia Plath (*The Bell Jar*), Alice Walker (*The Color Purple*), and Toni Morrison (*Beloved*) explored themes of identity, oppression, and resilience, presenting multi-dimensional female characters who broke free from traditional molds.

5. Contemporary Literature: Women as Agents of Change. Today, female characters in literature are more diverse, complex, and representative of varied experiences. Writers like Chimamanda Ngozi Adichie (*Half of a Yellow Sun*), Margaret Atwood (*The Handmaid's Tale*), and Sally Rooney (*Normal People*) create women who navigate love, ambition, trauma, and societal pressures with depth and agency.

Themes in the Representation of Women.

1. Independence and Self-Discovery – Many modern female protagonists seek self-definition beyond traditional roles.

2. Oppression and Resistance – Stories often explore women's struggles against societal, political, and personal oppression.

3. Intersectionality – Literature increasingly addresses race, class, and sexuality in the portrayal of women.

4. Motherhood and Family Dynamics – The complexities of female relationships, especially between mothers and daughters, are central to many narratives.

Women characters in literature can be categorized based on their roles, traits, and the themes they represent in stories. Below are some common categories with examples:

1. The Heroine (Strong, independent, and often the protagonist)

- Jane Eyre (Jane Eyre by Charlotte Brontë) – A determined and self-respecting woman who seeks love and independence.

- Elizabeth Bennet (Pride and Prejudice by Jane Austen) – Intelligent and witty, challenging societal norms regarding marriage.

- Katniss Everdeen (The Hunger Games by Suzanne Collins) – A fierce survivor who fights against oppression.

2. The Tragic Woman (Often constrained by society, leading to downfall)

- Anna Karenina (Anna Karenina by Leo Tolstoy) – A woman trapped in an unhappy marriage, seeking love but facing societal condemnation.

- Emma Bovary (Madame Bovary by Gustave Flaubert) – A woman disillusioned with her mundane life, leading to tragic consequences.

- Edna Pontellier (The Awakening by Kate Chopin) – Struggles with societal expectations of motherhood and marriage.

3. The Femme Fatale (Seductive, manipulative, or dangerous)

- Lady Macbeth (Macbeth by William Shakespeare) – Ambitious and ruthless, influencing her husband's rise to power.

- Catherine Earnshaw (Wuthering Heights by Emily Brontë) – Passionate and destructive in love.

- Rebecca (Title Character) (Rebecca by Daphne du Maurier) – An enigmatic, haunting figure who influences the story despite being dead.

4. The Nurturer/Mother Figure (Caring, protective, and wise)

- Marmee March (Little Women by Louisa May Alcott) – A supportive and strong mother raising her daughters with kindness.

- Miss Honey (Matilda by Roald Dahl) – A nurturing teacher who protects Matilda from harm.

- Sethe (Beloved by Toni Morrison) – A mother haunted by her past and driven by love for her children.

5. The Rebel/Outsider (Defies societal norms and expectations)

- Hester Prynne (The Scarlet Letter by Nathaniel Hawthorne) – A woman punished for adultery but remains strong and dignified.

- Jo March (Little Women by Louisa May Alcott) – A tomboyish writer who challenges gender roles.

- Offred (The Handmaid's Tale by Margaret Atwood) – A woman resisting oppression in a dystopian society.

Each category highlights different aspects of women's roles in literature, showing how their portrayals have evolved. Women in literature have transitioned from passive figures to powerful voices reflecting real-world struggles and triumphs. As literature continues to evolve, so does the portrayal of female characters—offering readers more diverse and authentic representations of women's lives. The future of women in literature promises even greater depth, complexity, and influence, shaping not only stories but also cultural narratives about gender and identity.

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INGLIZ TILIDA INTERNET KOMMENTARIYALARDA “HAMDARDLIK BILDIRISH” NUTQIY JANRINING O‘ZIGA XOSLIGI

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Annotatsiya: Ushbu maqola ingliz tilidagi internet kommentariyalarida “hamdardlik bildirish” nutqiy janrining o‘ziga xos jihatlarini tahlil qiladi. Maqolada hamdardlik bildirishning leksik va grammatik xususiyatlari, shuningdek, bu janrning kommunikativ

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vazifalari, ya'ni qo'llanilish kontekstlari, tilning muloqotda qanday ishlatilishi, va bu jarayondagi empatiya ko'rsatishning o'ziga xos usullari ko'rib chiqiladi

Kalit so'zlar: internet kommentariyalar, empatiya, kommunikativ vazifalar, kontekst, muloqot.

Motam marosimlarida hamdardlik bildirish barcha tillarga xosdir. Turli tizimli tillarda hamdardlik bildirish mazmunida adresantning adresatni yaxshi gaplar bilan dardini yozish, dardiga tasalli berish, taskin berish, ko'nglini ko'tarish, shu bilan birga, o'lgan kishining qayg'usiga sherik ekanligini bildirish maqsadlari yotadi. Masalan, o'zbek tilida motam marosimlarida hamdardlik bildirishning mazmuniy tuzilishida maqto'v, duo, tilak, eslatma, achinish kabilar yetakchilik qiladi. Ingliz tilida esa hamdardlik bildirish, xususan, internet kommentariyalarda hamdardlik bildirishning o'ziga xosligi shundaki, ushbu kommunikativ vaziyatda adresantlar publik xarakterga ega. Ular internet ijtimoiy tarmog'ida o'ziga xos internet tarmog'i jamoasini tashkil qiladi. Ushbu jamoa esa rasmiy va norasmiy shakllarda hamdardlik bildirish, adresantlarning marhumga bevosita va bilvosita yo'naltirilgan hamdardlik bildirish kabi bir qator xususiyatlarni o'zida ifodalaydi. Masalan,

a) marhumga bevosita yo'naltirilgan hamdardlik bildirish:

R.I.P Michael Jackson. Fly high I love your songs you made. I am gonna miss you MJ.

b) marhumga bilvosita yo'naltirilgan hamdardlik bildirish: *May he rest in peace.*

Ingliz tilida hamdardlik bildirishda maqto'v, duo, yodda tutish, sog'inish kabi mazmunli gaplar faol ishtirok etadi. Masalan, mashhur amerika qo'shiqchisi M.Jeksonning vafoti bilan bog'liq kommentariyalarda quyidagi hamdardlik bildirish shakllari faol qo'llanilgan:

a) maqto'v: *Son: Mom, why do the best people always die first?*

Mother: Son, if you were in a garden, which flower would you pick?

Son: the best one...

Mother: exactly..... Michael Jackson.

I love Michael Jackson.

Michael Jackson, we will always love you deep in our hearts.

*Michael Jackson forever is the great Legend of music industry.
We miss him he was the best man because he was angel.
May he rest in peace.*

b) duo: *Rest in peace Michael Jackson, king of pop and master of music forever.*

c) yodda tutish: *Forever M.J; I will remember you, Michael Jackson and I love you your song.*

d) sog'inish: *RIP Michael, you will be missed; I miss him so much\I miss you Michael Jackson.*

e) bu dunyoga qaytishini so'rash: *I want MJ back. The king of pop back.*

Ko'rinadiki, ingliz lingvomadaniyatida marhumga bo'lgan xurmat o'z sog'inchlarini izhor qilish, uning bu dunyoga qaytishini so'rash, shu bilan birga, joylarini jannatda bo'lishligini so'rash, marhumni maqtash, duo qilish, unutmazlikka va'da berish kabi nutqiy aktlar orqali ifoda qilinadi. Ingliz lingvomadaniyatida, xususan, britaniyaliklar nutqida ham hamdardlik bildirish o'ziga xos milliy xususiyatlarga ega. Masalan, Qirolicha Diana vafoti bilan bog'liq hamdardlik bildirishda quyidagilar faol qo'llanilgan:

a) maqtov+duo: *She is and always will be the people's princess. RIP Diana.*

b) yodda tutish: *Diana always in my heart, always my queen.*

c) murojaat+duo: *Princess Diana RIP.*

d) maqtov: *She touched so many hearts.*

e) eslatma+maqtov+yodda tutish+xayrlashish: *I will remember it like it was yesterday. What a beautiful soul. She will never be forgotten. Goodbye England's rose.*

f) hurmatini sevgi orqali ifodalash, yaxshi ko'rish orqali ifodalash: *We will always love her. I adored her and what she stood for. Helping others whom were downtrodden.*

Ko'rinadiki, ingliz lingvomadaniyatida hamdardlik bildirish nutqiy janrida duo, tilak, maqtov, eslatma, yodda tutish, xayrlashish, sevgi izhor qilish, yaxshi ko'rishligini aytish kabi mazmunli nutqiy aktlar faol ishtirok etadi.

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O'ZBEK TILSHUNOSLIGIDA XIAZM HODISASINING O'RGANILISHI

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Annotatsiya: Ushbu maqolada tilshunoslikning eng jozibali stilistik figuralaridan biri bo'lgan xiazmlarning paydo bo'lishi, uning nazariy asoslari va matnlarda qo'llanilishi haqida fikr yuritiladi. Shuningdek, xiazmlarning stilistik figura sifatida ritorikada shakllanishi hamda hozirgi kunda tilshunoslikda eng ko'p qo'llaniladigan figuraga aylanishi nazariy fikrlar va tahlillar asosida ko'rsatib beriladi.

Kalit so'zlar: Xiazm, stilistik figura, antiteza, takror, sintaksis, tardi'aks, parallelizm, gradatsiya

“Qisqa adabiyot ensiklopediyasi”da xiazm qo'shish figuralaridan biri va sintaktik parallelizmning turi sifatida qaralgan. “Xiazm – antitetik (qarshi qo'yish) parallelizmning stilistik figurasidir: ikkita parallel bo'laklarning qismlari ularda quyidagi ketma-ketlikda joylashadi: AB – B1A1 (*Do'stga dushman bo'lish oson, dushmanga do'st bo'lish qiyin*).

Xiazm strukturasi alohida sintaktik parallelizm usuliga tegishli. Ba'zida xiazmga sintaktik parallelizmning bir turi sifatida qaraladi: Nazmiy nutq uchun teskari parallelizm holatlari xarakterli, unda ikkinchi qism konstruksiyasining tarkiblari birinchi qismnikiga nisbatan teskari tartibda joylashadi.

Xiazm konstruksiyasida sintaksis va leksikaning integratsiyasini ko'rish mumkin, bu hodisaning boshqa nomi bo'lib, “antitetik parallelizm”ga xizmat qilmaydi. Antitezani sintaksisning leksik-sintaktik vositalariga qo'shishadi, uning mohiyati sintaktik struktura doirasida g'oyalarni kontrast (zid) qo'yishdir. Zid qo'yish qarama-

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qarshi ma'noni ifodalovchi so'zlar, ya'ni antonimlarni qo'llashni nazarda tutadi.

Antiteza geometrik to'g'ri sintaksis doirasida shoir, yozuvchining o'z o'quvchisi yuragiga yetib borish uchun imkoniyatlarini yana ham ko'proq oshiruvchi amaliy vositadir. O'z navbatida, xiazmatik konstruksiyalarning yorqinligi – antitezaning to'g'ri effekti hisoblanadi, agar sintaktik tartiblash she'rga ritm aniqligi, ohang, bo'g'in chiroyini bersa, kalambur effekti uchun xizmat qiladi. Xiazm asosan she'riy asarlar materialida uchrovchi, undan tashqari, faqatgina ritm va rifmani saqlab qolishga yordam beruvchi emas, balki barcha mualliflik yo'nalmalarini amalga oshiruvchi, uning munosabati, bahosini saqlab qolishga imkon beruvchi konstruksiyalardan biri.

Badiiy tilning bosh spetsifik xususiyatlari – obrazlilik (tasviriylik) va emotsionallik bo'lib, xiazm mazkur xususiyatlarni kuchaytirib namoyon etishga xizmat qiladi. Ikkinchidan, badiiy adabiyot so'z vositasida tasvirlaydi (obrazlilik), ayni paytda, badiiy adabiyotdagi tasvir quruq emas, u his-tuyg'ularga yo'g'rilgan (emotsionallik)dirki, shu tasvir orqali muayyan o'y-fikr, his-kechinma ham ifoda etiladi.

D.Quronovning fikriga ko'ra, tildan foydalanishda muayyan badiiy-estetik maqsadni ko'zlab umumodatiy normadan og'ish (ya'ni til unsurlarini odatdagidan o'zga shakl, ma'no, tartib, munosabatlarda qo'llash) natijasida yuzaga keladi va tasvirning jonli, ifodaning ta'sirli bo'lishiga xizmat qiladi. Bu xil og'ishlar tilning turli sathlarida: fonetik (alliteratsiya, assonans), morfologik (asindeton, polisindeton), leksik (arxaizm, dialektizm, jargon), semantik (troplar), sintaktik (inversiya, so'z takrori, sintaktik parallelizm, ellipsis, xiazm) sathlarda kuzatilishi mumkin [Quronov 1:177]

Xiazm mohiyatan mumtoz she'riyatdagi tardi aks (q.) san'atiga yaqin turadi. Aksariyat hollarda xiazm she'ring ketma-ket keluvchi misralarida namoyon bo'ladi.

Yuqoridagi fikrlarga tayanib xiazm va tardu aks aynan bir narsa deyish mumkin, biroq tardu aks - mumtoz adabiyotdagi she'riy san'at bo'lsa, xiazm lingvistik hodisa sifatida tadqiq qilinadi. Nasrda teskari parallelizm, takror kabi stilistik figuralar ham xiazmni shakllantirishda bevosita ishtirok etadi. *Tardu aks* mohiyatan xiazmning o'zini ifoda etsada, janr bilan bog'liq farqli jihatlari ham mavjud. Xiazm - sheriyy san'at tardi aks kabi faqatgina nazmda emas, balki, nasrda ham

qo‘llaniladi. Bu esa uning repertuari juda ham ko‘pligini, hamda barcha janrlarda maksimal darajada qo‘llanilganligidan dalolat beradi. Fransuz she‘riyatida o‘zbek she‘riyatida bo‘lgani kabi, tardi aks san‘atining yo‘qligi sababli bu figura universal sifatida fransuz tilida nasrda ham nazmda ham asarlarning ekspressiv-emotsionalligini oshirishda bevosita ishtirok etadi.

Shuningdek, xiazm ba‘zan o‘zbek she‘riyatida she‘rning dastlabki misralaridan biridagi so‘z (bo‘lak)larni teskari tartibda joylashtirgan holda takrorlash asosida ham yuzaga chiqishi mumkin. Masalan, M.Yusufning “Osmon cho‘kib qoldi bu oqshom” satri bilan boshlanuvchi she‘rida birinchi band **“Yashash kerak, sevish shart emas”** misrasi bilan yakunlansa, oxirgi band **“Sevish kerak, yashash shart emas”** misrasi bilan yakun topadi. Bunda xiazm she‘r g‘oyasini yuzaga chiqaruvchi muhim kompozitsion unsur vazifasini o‘taydi.

Ma‘lumki, xiazm strukturasi o‘ta aniqligi bilan ajralib turadi: **Xinolari tashlab ketgan tirnog‘ini, tirnog‘ining xinosisga vafosi yo‘q** (S.Sayyid, Bevafoq.). Uning izohi esa bunday aniqlikka ega emas, chunki o‘zining tashqi geometrik tekisligiga qaramay, murakkab lingvistik tabiatga ega. Ba‘zilar uni a‘zolari kesishuvchi ikkitalik antiteza deyishadi, ya‘ni unda antiteza va inversiyaning birikmasini ko‘rishadi. Boshqalar unga teskari parallelizm deb ta‘rif berishadi, ya‘ni unda birinchi navbatda sintaktik parallelizm va inversiyani ko‘rishadi.

O‘zbek olimlaridan professor I.K.Mirzayevning lingvopoetika masalalariga bag‘ishlangan doktorlik dissertatsiyasida “Ushbu ishda, xiazm chap tomon qismidagi so‘zlar teskari tartibda joylashtirilgan binar struktura sifatida tushunilgan,” deya ta‘kidlaydi.[Mirzayev 2: 23]

O.Mamaziyayev esa tadqiqqa tortilayotgan hodisaga to‘xtalib, “Xiazm faqat qo‘shma gapni shakllantiruvchi sintaktik-stilistik vosita bo‘lib, unda qo‘shma gap birinchi qismidagi gap bo‘laklarining o‘rni (tartibi) ikkinchi qism bo‘laklari joylashuviga butunlay teskari holda bo‘lishi talab etiladi” tarzidagi ta‘rifni bergan. [Mamaziyayev 3:15] Muallif o‘zigacha yozilgan ishlarga munosabat bildirgan va o‘zbek she‘riyatida xiazmni antiteza, gradatsiya kabilar bilan birga o‘rgangan. Tadqiqotchi xiazm va gradatsiyani o‘zining birlamchi vazifasida emas, balki ikkilamchi vazifasida tadqiq etgan.

Ul-da aytadir: bir qizil yanoqqa

*Uchradim tushimda **ko'milgan oqqa.***

***Oqqa ko'milganda** shunchalar go'zal,*

Mendan-da go'zaldir, kundan-da go'zal! (A.Cho'lpon, Go'zal)

Biz esa she'riy nutqda uning teskari sintaktik takror orqali semantik, emotsional-ekspressiv jihatlariga e'tibor qaratish orqali o'quvchi ongida tez va oson saqlanib qoluvchi tartib ekanligi, ya'ni sintaktik tomoniga diqqat qildik. Masalan:

Sochlarimga qo'nar shamol,

Shamol qo'nar ko'zlarimga. (R.Parfi, "Saylanma" 57-bet).

Rauf Parfining ushbu misralarida ham leksik, ham sintaktik xiazmni

ko'rishimiz mumkin. Birinchi misrada to'ldiruvchi – kesim – ega, ikkinchi misrada esa ega – kesim – to'ldiruvchining kelishi bir qaraganda inversiyaga o'xshaydi, lekin turli tillarda bunday teskari sintaktik takror har xil nomlanadi.

Demak, yuqoridagi ta'riflardan kelib chiqib, shunday xulosaga kelish mumkin, xiazm – yonma-yon kelgan ikkita gapning birinchi qismi (gap)dagi ikki so'z yoki so'z birikmasini keyingi (ikkinchi) qism (gap)da o'rnini almashtirib, takroriy qo'llashdan iborat bo'lgan stilistik figura hisoblanadi.

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LINGVISTIK TADQIQOTLARDA INKOR SO‘ZLARNING O‘RNI VA AHAMIYATI

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Annotatsiya: *Bu maqolada inkor so‘zlarning lingvistik tadqiqotlarda tutgan o‘rni ahamiyati haqida so‘z boradi. Shuningdek, maqolada inkor so‘zlar ustida ilmiy izlanishlar olib borgan olimlar va ularning fikrlari keltirib o‘tilgan.*

Kalit so‘zlar: *lingvistika, inkor so‘zlar, psixologik kontsepsiya, pragmatik kontsepsiya, modallik, inkor ma‘no, ontologik o‘xshashlik.*

Zamonaviy tilshunoslikda lingvistik inkor grammatikaga oid umumiy ishlarda va bir qator ko‘p qirrali maxsus tadqiqotlarda nazariy jihatdan ham, lingvistik-uslubiy yo‘nalish nuqtai nazaridan ham tavsif mavzusiga aylandi, bu keng ko‘lamli ilmiy va adabiyotlarda o‘z aksini topgan dalolat beradi. Inkor bir vaqtning o‘zida fikrning komponenti va uni ifodalovchi gap bo‘lib [Bondarenko 1983, 58-bet] ko‘pgina fanlarning jumladan, falsafa, mantiq, psixologiya, psixolingvistika va boshqalarning tadqiqot obyekti hisoblanadi. Lingvistik inkorning mohiyati va tabiatining umume’tirof etilgan talqini ma’lum darajada muammoning mantiqiy va falsafiy nuqtai nazardan talqin qilinishining ma’lum darajada noaniqligini aks ettiradi.

Mazkur ilmiy mavzu bo‘yicha keng ko‘lamli mantiqiy-falsafiy va lingvistik adabiyotlarni ko‘rib chiqish I.N.Brodskiy [Brodskiy 1973], K. Dondua [Dondua 1948], S.A.Vasilev [Vasileva 1958], L.I.Shipulina [Shipulina 1961], N.A.Bulax [Bulax 1962], V.N. Bondarenko [Bondarenko 1983] va boshqalar asarlarida keltirilgan, ularda inkorning kategorik mazmunini anglab yotishda turli tushunchalar va yo‘nalishlar tanqidiy tahlil va tasnifga duch keladi.

Tilshunoslikda lingvistik inkorning mohiyati turlicha ta’riflangan. Ta’kidlash lozimki, psixologik kontseptsiya tarafdorlari [J.Grinneken, O.Espersen, V.Havers, A.A.Potebnya va boshqalar] inkorni inson psixikasining sof subyektiv ko‘rinishi sifatida talqin qiladilar. Shuningdek, rad etish so‘zlovchining turli aqliy (sezgi) reaksiyalarining paydo bo‘lishi, qarshilik yoki taqiq tuyg‘usining

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ifodasi sifatida talqin qilinadi (J.Grinnequin); kutilgan (hatto mumkin bo'lgan) va haqiqiy o'rtasidagi ziddiyat sifatida his qilingan narsaning izohi sifatida, umidsizlik hissi, qarama-qarshilik (B.Delbryuk), jirkanish tuyg'usi (O.Jespersen) va boshqalar sifatida talqin qilinadi. Shunday qilib, bu kontseptsiyaga ko'ra, inkor voqelikning in'ikosi sifatida emas, balki inson ruhiyati, uning psixologik va hissiy tuyg'ularining namoyon bo'lishi sifatida harakat qiladi.

Pragmatik kontsepsiya tarafdorlari (G.Stickel, S.J.Shmidt) inkorni qabul qiluvchining fikrini rad etish yoki tasdiqlash funksiyasiga ega ko'rsatkich sifatida qabul qiladilar va tushunadilar. Ular inkorni ichki lingvistik hodisa sifatida, sof lingvistik kategoriya sifatida qaraydilar, faqat so'zlovchining obyektiv voqelikdagi harakatlarning holati to'g'risidagi fikriga munosabatini bildiradi (noto'g'ri baholanadi), obyektiv voqelikdagi ishlarning haqiqiy holatiga hech qanday munosabat bildirmaydi. Ularning fikricha inkor, qabul qiluvchining fikrini rad etuvchi yoki tasdiqlovchi kommunikativ harakat, ya'ni inkor – bu nutq harakati bo'lib, uning maqsadi yangi ma'lumotlarni yetkazish emas, balki qabul qiluvchining fikrini rad etish hisoblanadi.

Shu o'rinda ta'kidlash kerakki, inkorni obyektiv voqelikning o'zida o'xshashi bo'lgan mustaqil kategoriya sifatida e'tirof etgan holda, ayrim rus tilshunoslari inkorni obyektiv tarqoqlikning ifodasi sifatida talqin qiladilar [Vasilev 1992, Bulax 1962, Ozerova 1965 va boshqalar]. Ular inkorni tarqoqlik, uzilgan borliqning aksi, ya'ni inkor deganda, aslida ajratilgan narsaning tarqoqligini ifodalovchi kategoriya tushuniladi. Biroq, tadqiqotchilar to'g'ri ta'kidlaganidek, koinotdagi uzilish narsaga va mulkka emas, balki faqat narsalarga tegishli bo'lishi mumkin, chunki mulklar mustaqil fazoviy lokalizatsiyaga ega emas, ularning tashuvchilari tashqarisida mavjud emas. Ikkinchi tomondan, go'yoki obyektiv haqiqatda sodir bo'ladigan tarqoqlikning mavjudligi to'g'risidagi hukmning noto'g'riligi haqida gapirishga asos beradi. Zero, "Salbiy hukm – berilgan obyektning qandaydir xususiyatga ega emasligini aks ettiruvchi hukmdir" [Kondakov 1975, 166-bet].

Predikativlikning alohida turi sifatida inkor tushunchasi tarafdorlari (Yu.M.Skrebnev, G.N.Makarova, A.I.Smirnitskiy va boshqalar) inkorni predikativlikning namoyon bo'lish shakli deb hisoblaydilar: "predikativning subyektga bo'lgan predikativ munosabati tasdiq va inkor munosabati hisoblanadi" (A.N.Savchenko).

Biroq, bir tomondan, “U o‘qiyapti”, “U o‘qimayapti” jumllarida predikativlik o‘zgarmaydi. Boshqa tomondan, inkor hukmning boshqa har qanday a‘zosiga nisbatan qo‘llanilishi mumkin; va nominativ jumlar har doim predikativ bo‘lib, inkor bo‘la olmaydi: “Bahor”. “Yomg‘ir”. V.N.Bondarenkoning fikriga tayangan holda, biz ushbu lingvistik hodisalar predikativlikning namoyon bo‘lish shakli sifatida lingvistik inkorning mohiyatini aniqlashning muammoli xususiyatini juda ishonchli tarzda ko‘rsatadi, deb hisoblaymiz.

Modallik, tasdiq va inkorning asosiy shakllari sifatida an‘anaviy ravishda ko‘pchilik xorijiy va rus tilshunos olimlari (A.M.Peshkovskiy, V.G.Admoni, E.V.Paducheva, A.A.Suxareva, S.P.Gorskiy va boshqalar) tushunchaga amal qilgan holda talqin qiladilar. Ular salbiy so‘z va birikmalarni modal deb talqin qilishadi. Ba‘zi tilshunoslar gapning bayon, rag‘bat va so‘roq "modalliklari" bilan bir qatorda tasdiqlovchi va inkor modalligini ajratadilar (A. A. Suxareva, A. M. Skolkova). Boshqalar esa inkorni gapda ifodalangan voqelikka munosabat tabiati bilan bog‘laydilar (V.I.Koduxov, L.I.Barannikova). Inkor qilish ma‘lum bir ontologik o‘xshashlikka ega bo‘lgan obyektiv kategoriya sifatida emas, balki sof subyektiv baholovchi kategoriya sifatida qaraladi. Ayrim tilshunos olimlar inkorni muammoli va kategorik (O.Espersen) tushunchalar kabi modal kategoriyalar bilan bir qatarga qo‘yadilar.

Yana bir qator tilshunoslar inkorni obyektiv emas, balki reallikning subyektiv ma‘nosi sifatida izohlaydilar (A.M.Peshkovskiy), ya‘ni. tasdiqlovchi va inkor gaplar gapda ifodalangan obyektiv voqelik munosabatlarining mazmuniga ko‘ra emas, balki modal xususiyatiga ko‘ra, shu mazmunning voqeligiga baho berishda farqlanadi [Admoni 1956, 164-bet].

Shu o‘rinda, biz inkor va modallik o‘rtasidagi chambarchas bog‘liqlikni tan olgan holda, mazkur til hodisalarini bir-biridan aniq ajratib turadigan va inkorni voqelikning real faktlarini aks ettiruvchi, ma‘lum bir ontologik o‘xshashlikka ega bo‘lgan obyektiv kategoriya sifatida qaraydigan tilshunos olimlarning pozitsiyasini aniqlaymiz (E.I.Shendels, S.A.Vasilyeva, T.P.Lomtev, V.Z.Panfilov, V.N.Bondarenko, I.A.Andreev va boshqalar). Tilshunoslikda mavjud bo‘lgan tasdiq va inkor gaplar so‘zlovchining o‘zi ifodalagan mazmunning voqeligini baholashda bir-biridan farq qilmasligini tan

olamiz. Bunday tasdiq va inkor gaplar obyektiv voqelikning real faktlarini birdek tasdiqlaydi. Boshqa tomondan, ijobiy va salbiy jumlar ham haqiqiy, ham noreal bo‘lishi mumkin, ya’ni. har qanday turdagi modallik funktsiyasi ko‘zda tutiladi. Gapning ijobiy ma’nosini salbiyga o‘zgartirganda modallik o‘zgarmaydi. Inkorning grammatik ma’nosi umumlashtirilib, hodisalar o‘rtasidagi real munosabatlarni bevosita aks ettiradi, modallikning grammatik ma’nosi esa voqelik bilan bilvosita bog‘liqdir. Tadqiqot ishimda modallik “so‘zlovchining mazmun va obyektiv voqelik o‘rtasidagi bog‘liqlik tabiatiga voqelik, imkoniyat, zarurat, majburiyat, shuningdek, foydalilik, niyat va rag‘batlantirish nuqtai nazaridan munosabati”ni ifodalovchi kategoriya sifatida talqin qilinadi va u asos sifatida qabul qilingan, unga ko‘ra “tasdiq va inkor ma’nolari modal xususiyatga ega emas”.

Obyektiv bog‘lanishning yo‘qligi ifodasi sifatida inkor tushunchasi tilshunos olimlar (E.I.Shendels, L.I.Shipulina, I.I.Sushchinskiy, R.N.Mishkina, E.V.Paducheva va boshqalar) o‘rtasida tobora ko‘proq e’tirof etilmoqda. Obyektiv voqelikning ustuvorligini tan olib, ular obyektiv bog‘lanishlarni, aniqrog‘i, ularning voqelikning o‘zida yo‘qligini inkor obyekt sifatida ko‘radilar; “lingvistik kategoriya sifatida inkor – tushunchalar o‘rtasidagi salbiy aloqalarni ma’lum lisoniy vositalardan foydalangan holda ifodalash” hukmidir. voqelikning salbiy aloqalarini aks ettiradi. E.I.Shendels [Shendels 1959, 129-bet] tomonidan berilgan inkorning bu ta’rifi tilshunoslik adabiyotida mavjud bo‘lganlari ichida eng ko‘p qabul qilingani hisoblanadi.

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LINGVOMAMLAKATSHUNOSLIKNING FAN SIFATIDA XORIJDA VA O‘ZBEKISTONDA O‘RGANILISHI

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Annotatsiya: Mazkur magistrlik dissertatsiyasida ingliz va o‘zbek tillaridagi iqtisodiy reklama matnlarini o‘ziga xos xususiyatlari tahlil etilgan. Iqtisodiy reklamaning mohiyati va uning hozirgi zamonda matnlarda qo‘llanilishiga oid ilmiy yondashuvlarni tadqiq etish xamda ishlash mexanizmini ilmiy asoslarini ochib berish bilan bog‘liq masalalar tahlil etilgan. Reklamaning eng sodda ko‘rinishlari uzoq o‘tmishga borib taqalsa-da, hozirgi kunda juda katta jamoatchilik ehtiyojiga aylandi. Ushbu ishda iqtisodiyot sohasida keng ishlatiladigan bir necha terminlarni ba’zilar o‘zbekcha so‘zlar bo‘lsa, ba’zilar esa boshqa tillardan bevosita kirib kelib tilimizda

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qo'llanilayotgani talqin etilgan. Shuningdek, iqtisodiy reklama ayrim xorijiy davlatlarning ilg'or tajribasida o'rganilgan holda ijobiy jihatlarini implementatsiya qilish va unga qaratilgan taklif va tavsiyalar keltirib o'tilgan.

Kalit so'zlar: *lingvomamalakatshunoslik, lingvomadaniy muammolar, adresat, kolorit, fenomen, muqobilsiz leksika, denotativ, konnotativ, onomastik leksika, lingvodidaktika, realiya, fon leksikasi.*

Bugungi kunda lingvistikada til nafaqat madaniyat bilan bog'liq balki, madaniyatdan o'sib chiqadi va uni ifoda etadi, degan faraz mustahkamlandi. Chunki til ayni paytda madaniyatni yaratuvchi, rivojlantiruvchi, saqlovchisidir, chunki til yordamida real, ob'ektiv mavjud asarning moddiy va ma'naviy madaniyati yaratiladi.[1] Ushbu lingvomadaniy muammolar tilshunoslik va lingvodidaktikaning tahlil obyektiga aylanib borayotgan bu singari tadqiqotlarni amalga oshirish uchun zamin bo'ldi.

Lingvomadaniy tadqiqot yo'nalishlarida ta'kidlanganidek, til har qanday milliy mentalitetning ajralmas, alohida e'tiborga loyiq qismidir. Ma'lum bir xalq tili bilan tanishish mazkur millatning fikrlash tarzini his etish va olamning lingvistik manzarasini til sohiblarining nuqtai nazaridan tahlil etishni talab etadi.

Qiyosiy lingvomamalakatshunoslikning amaliy aspekti chet tilini o'qitish nazariyasini tuzishda muhim ahamiyatga ega. Ular quyidagilarni o'z ichiga oladi: a) adresatning milliy dunyoqarashidan kelib chiqib kommunikativ xususiyatga ega manbalarni tanlash tamoyillarini o'rnatish; b) milliy yo'nalishga ega bo'lgan o'quv qo'llanmalarini tuzish; v) milliy-madaniy munosabatlarni aks ettirgan badiiy adabiyotlarini yaratish; g) milliy yo'naltirilgan maxsus kurslarni tuzish; d) adresatning milliy-madaniyatini hisobga olgan lug'atlar tuzish; e) qiyosiy planda lingvomamlakatshunoslik izohi parametrini tuzishdan iborat bo'ladi.[2]

Lingvomamlakatshunoslik qiyosiy aspektdagi yana bir muhim jihati, tillarning madaniyatga ta'siri nuqtai nazardan badiiy tarjimada o'rganishdir. Mazkur sohani tadqiq etganda har doim tarjimaning ichki madaniyati va madaniyatlararo tarjima jarayonini doim muvozanatda ushlash, zarur, chunki tarjimaning ikkinchi mezoniga e'tibor bermaslik matnning milliy-madaniy koloritini yo'qolishiga olib keladi.

Shu o'rinda lingvomamlakatshunoslik fanining XX asr 60-70-yillari boshlarida tilshunoslik sohasida xorijiy tillarni o'rganishning yangi noan'anaviy yo'nalishi sifatida paydo bo'lganligini alohida ta'kidlab o'tish lozim. Jahon tilshunosligida lingvomamlakatshunoslikning til hodisasi sifatida mustahkam o'rin olishida rus tilshunoslari Ye.M.Vereshagin, V.G.Kostomarov, S.Vlaxov, S.Florin, G.D.Tomaxin, Y.E.Proxorov, M.L.Vaysburd, V.P.Furmanova, B.Malinovskiy, N.D.Arityunova; frantsuz lingvisti V.G.Gak; ingliz va amerika tilshunoslik maktabi vakillari R.Lado, E.D.Hirsch, F.C.Broger, D.Hymes, M.Byram, G.Zarate; o'zbek tilshunoslari D.U.Ashurova, O'.Q.Yusupov, A.A.Abduazizov, A.E.Mamatovlarning ilmiy tadqiqotlari muhim ahamiyatga ega.[3]

Lingvomamlakatshunoslikning u yoki bu qirrasini o'rganish yuzasidan bir qator ishlar amalga oshirilgan bo'lsa-da, lingvokulturema, ekvivalentsiz leksika, konnotativ leksikaning milliy-madaniy jihatlarini chog'ishtirib o'rganish, ijtimoiy-madaniy va iqtisodiy xarakterga ega madaniy fenomenlarning madaniyatlararo muloqot negizida tarjima muammolarining o'ziga xos jihatlarini o'rganish tilshunolar va tarjimashunolar oldida turgan muhim vazifalardan biri bo'lib qolmoqda.

Har qanday ilmiy fan sifatida qiyosiy lingvomamlakatshunoslik o'ziga xos xususiyatlari, metodi va tadqiqot usullari bilan ajralib turadi, bu nafaqat ushbu fanni boshqa ilmiy fanlardan ajratib olishga imkon beradi, balki o'rganilayotgan lingvomamlakatshunoslik materialini tushuntirish va uning milliy – madaniy mazmunini formallashtirishni ham ta'minlaydi. Tadqiqotchilar faqat adabiy til bilan bog'liq leksikani o'rganish kerakligini, dialektizmlar, qo'pol so'zlashuvga oid so'zlarni va jargonlarni fan metodologiyasi tarkibiga kiritmaslikni ta'kidlashadi. Ularning fikricha, chet tilini o'qitish jarayonida muqobilsiz leksika va asosiy fon leksikani tanlashda til birligining nutqda qo'llanilish chastotasiga alohida ahamiyat berish zarur. Shubhasiz, ushbu til birliklari chet tilini o'rganishning eng muhim bosqichi hisoblangan assosatsiya jarayoni orqali idrok etishda muhim ahamiyatga ega ekanligi bilan ajralib turadi.

Filologiya yo'nalishida lingvomamlakatshunoslik asoslari tushunchasini kengaytirish maqsadida "Lingvomamlakatshunoslikning nazariy asoslari" hamda "Tarjima va muloqot" asarlarida tilshunos

olimlarning ushbu sohadagi qarashlari bayon etiladi. Ayniqsa, bu fan sohasining rivojida G.D.Tomaxinning nuqtai nazari alohida ahamiyatga ega. U lingvomamlakatshunoslikni “davlat tomonidan belgilanadigan til birliklarini o‘rganuvchi mintaqaviy tilshunoslik” deb ataydi.[5] G.D.Tomaxin Ye.M.Vereshagin va V.G.Kostomarov fikriga qo‘shilgan holda lingvomamlakatshunoslikning obyekti sifatida ma‘lum milliy semantikaga ega bo‘lgan til birliklari, ya‘ni so‘zning ma‘nosi tarkibiy qismlardan iborat bo‘lgan, mamlakatshunoslik fonida yuzaga kelgan denotativ va konnotativ realiyalarga ajratadi. U “onomastik leksikani denotativ realiyalar soniga kiritadi, chunki atoqli nomlar chuqur milliy-madaniy asosga egaligini hamda o‘zga madaniyat egalarining yorqin assosatsiyalarini o‘zida aks ettirishini ta’kidlaydi”. [6] G.D.Tomaxin milliy asosga ega bo‘lgan voqelikni tavsiflash uchun jamiyat rivojlanishida muhim ahamiyat kasb etgan tarixiy bosqichni o‘sha davrning muhim ishlab chiqarish tarmoqlari va ma’naviy faoliyatiga doir vaziyatlarda qo‘llanilgan xos so‘zlardan foydalanadi. Masalan, olimning fikricha, Amerika madaniyati uchun “money” (pul) kalit so‘z bo‘lib, u Webster lug‘atida 21 ta sinonimga ega.[7] Bu singari so‘zlarning verbal va noverbal nutqda qo‘llanilish chastotasi matnda ifodalangan millat madaniyatini chuqurroq tushunib olishga yordam beradi.

Til insoniyatning ma‘naviy madaniyatini saqlovchisidir, shu bois til va madaniyat masallari o‘zaro uzviy bog‘liqdir. Xalqning ijtimoiy-madaniy hayot tarzi natijasida madaniy hodisalar tilda o‘zining leksik ifodasini topadi. Madaniyat uchun ham, unga xizmat qiladigan til uchun ham asosiysi insonning aloqa vositalarini shakllantira oladigan tilning ma‘lumotlarning saqlanishi va to‘planishini ta’minlaydigan kumulyativ funktsiyaga ega ekanligidir.

Aynan lingvomamlakatshunoslik filologik fan sifatida “til va madaniyat” tushunchasiga tegishli masalalar doirasini bevosita aks ettiradi, bu til va madaniyat o‘rtasidagi aloqaning ajralmasligi haqidagi tezisni aniq aks ettiradi. Shuni ta’kidlash kerakki, hozirgi paytda tadqiqotchilar lingvomamlakatshunoslikning ta’rifi bo‘yicha bir fikrga kelishmagan, uni a) tilshunoslik aspekti; b) semasiologiya bo‘limi; s) madaniyatlararo muloqot aspekti; d) lingvodidaktika aspekti jihatidan tadqiq etishda davom etyaptilar.

Lingvomamlakatshunoslik ko‘p aspektli manba ekanligidan kelib chiqib, uning tilshunoslikning ijtimoiy gumanitar sohalar bilan bilan birgalikda o‘shida davom etmoqda.

Lingvomamlakatshunoslik sohasidagi tadqiqotlar so‘zlarni tadqiq etishning leksik semantik chegaralaridan chiqib, so‘zlarning assosiativ aloqalarning paydo bo‘lishining psixofiziologik mexanizmlarining umumiy fon bilimlarini aniqlash kabi psixolingvistik jihatlarni qamrab olmoqda. Bu esa lingvomamlakatshunoslik nazariya nafaqat leksik semantikaga xos bilimlarga, balki psixolingvistik aspektida olib borilgan tadqiqotlarga asoslanganligini ko‘rsatadi.

Ye.M.Vereshagin, V.G.Kostomarovlar lingvomamlakatshunoslikning milliy-madaniy til birliklari xarakter xususiyatlarini o‘z ichiga olgan lingvokulturologiyadan farqini “ekstralingvistik voqelikda makon yoki vaqt ichida” haqiqiy “prototipga ega bo‘lgan til birliklari lingvomamlakatshunoslik reestriga kiritilgan”ligi bilan izohlaydi. Zero, lingvomamlakatshunoslik realiya bilan bog‘liq bo‘lgan madaniy belgilar voqelik va dastlabki bilimlarni tavsiflashga qaratilgan. Lingvokulturologiya esa universal va milliy madaniyatning individual tushunchalarini taqqoslash asosida ish ko‘radi.

Lingvomamlakatshunoslikda har qanday tilning leksik sathini muayyan tizim sifatida tadqiq qilish, ilmiy-nazariy jihatdan asoslash, til lug‘aviy boyligining muloqotda keng qo‘llaniladigan, milliy xususiyatini namoyon etuvchi guruhini aniqlash, tartibga solish, tasniflashga doir masalalarga muqobil yechim topish fan oldida turgan dolzarb vazifalardandir. Bugungi kunda lingvomamlakatshunoslikning tadqiqot predmeti quyidagilarni o‘z ichiga oladi: 1) fon axborotlari, ya’ni ma’lum bir xalq yoki millatga mansub individlar tomonidan o‘zlashtirilgan va ushbu xorijliklar tilida aks ettirilgan ijtimoiy-madaniy ma’lumotlar; 2) alohida xususiyatga ega bo‘lgan realiyalar (bir madaniyat uchun xarakterli bo‘lgan narsa va tushunchalarning ikkinchi bir madaniyatda uchramasligi; 3) konnotativ va fon leksikasi (asosiy ma’nosi bilan mos keluvchi so‘z, ammo madaniy-tarixiy assotsatsiyasi yoki ichki tuzilishi, funktsiyasi, qo‘llanilish doirasi bilan farq qiluvchi va boshqalar.; 4 bir xil tushunchalarni ifodalashning grammatik xususiyatlari real voqelikni anglash va tushunish usuli sifatida shuningdek, tilning lug‘aviy birliklari tarkibidan onomastik leksika

(toponimlar va antroponimlar), frazeologizmlar va idiomalarni ham qamrab oladi.

Kuzatishimizcha, lingvomamlakatshunoslikka oid matnlarning lingvisik xususiyatlari sayohat qoʻllanmalari diskursda atroflicha tadqiqqa tortilmagan. Shu bois filologik sohadagi tadqiqotlar soʻzlarning lisoniy-madaniy jihatlarini turli tizimli tillar doirasida chogʻishtirib oʻrganish maslalariga yangicha yondashishni talab etadi.

Demak, chet el madaniyatini tushunish uning milliy-madaniy xususiyatini anglash bilan uzviy bogʻliqlikda idrok etilishi zarur. Ijtimoiy-madaniy omillarni oʻz ichiga oʻzga til madaniyati, lingvomamlakatshunoslikka oid matnlarga boʻlgan qiziqishni oshirishga, chet tili oʻrganuvchilarning va shu millat madaniyati bilan tanishish istagida boʻlgan sayyohlarning ehtiyoj va qiziqishlarini oshirishga va lingvomamlakatshunoslik kompetentsiyasini rivojlanishiga yordam beradi.

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O'ZBEKISTONDA VA XORIJIY MAMLAKATLARDA INGLIZ TILINI MEDIATEXNOLOGIYALAR ASOSIDA O'QITISH TAJRIBASI TAHLILI

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Annotatsiya: Ushbu maqolada O'zbekiston va xorijiy mamlakatlarda ingliz tilini o'qitishda mediatexnologiyalardan foydalanish tajribasi tahlil qilinadi. Ingliz tilini o'qitishda zamonaviy texnologiyalar, jumladan, interaktiv platformalar, onlayn kurslar, sun'iy intellekt asosidagi ta'lim tizimlari va multimedia resurslarining samaradorligi o'rganiladi. Tadqiqot natijalari ingliz tilini innovatsion usullar yordamida o'qitishning afzalliklarini ochib berishga xizmat qiladi.

Kalit so'zlar: ingliz tilini o'qitish, mediatexnologiyalar, innovatsion ta'lim, sun'iy intellekt, interaktiv platformalar, xorijiy tajriba

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Barchaga ma'lumki, bugungi kunda xorijiy tillarni o'rganishga bo'lgan talab kun sayin oshib bormoqda. Samarali o'qish va o'qitishda esa mediatexnologiyalar muhim o'rin tutadi. Hozirda turli raqamli vositalar ta'lim jarayonini yaxshilash uchun dunyo bo'ylab foydalanilmoqda. Shu jumladan interaktiv dasturlar, mobil ilovalar va onlayn darslar til o'rganishni sezilarli darajada oson va qiziqarli qilish imkonini beradi. O'zbekistonda ham bu vositalardan foydalanish kundan-kunga ommalashmoqda, ammo xorijiy tajribalar va mahalliy amaliyotlar o'rtasida ayrim farqlar mavjud. So'ngi yillarda O'zbekistonda ingliz tilini o'qitish jarayonida mediatexnologiyalarni qo'llash sezilarli darajada rivojlandi. Bu rivojlanishga hukumat tomonidan qabul qilingan qator dasturlar va xalqaro tashkilotlar bilan hamkorlikda amalga oshirilgan loyihalar asosiy turtki bo'ldi. Covid-19 pandemiyasidan keyin onlayn kurslar va platformalar soni ko'paydi va bunga bo'lgan talab kundan-kunga ortib bormoqda. Texnologiyalardan foydalanish nafaqat o'quv jarayonining samaradorligini oshiradi, balki talabalarga ingliz tilini zamonaviy usullar bilan o'rganish imkoniyatini ham taqdim etadi. [Ganixanova,2022:106]

Interaktiv darslar masofaviy ta'limning muhim qismiga aylandi. Pandemiya sharoitida Zoom, Google Meet va Microsoft Teams kabi platformalardan keng foydalanildi. Hozirgi kunda O'zbekistondagi ko'zga ko'ringan ingliz tili o'qituvchilari o'zlarining shaxsiy ijtimoiy tarmoqlarida ham interaktiv darslar olib borishadi. Ushbu platformalar talabalarga o'qituvchilar bilan jonli muloqot qilish, mashg'ulotlarda ishtirok etish va topshiriqlarni elektron tarzda bajarish imkoniyatini beradi. Bunday masofaviy ta'lim nafaqat uzluksiz o'quv jarayonini ta'minlaydi, balki texnologik vositalardan foydalanish ko'nikmalarini ham o'quvchilarda rivojlantiradi. [Bobojonova,2012:43]

Mediatexnologiya asosida ingliz tilini o'qitish jahon tajribalarida qanchalik samarador ekanligi hozirga qadar isbotlanib kelinmoqda. AQSh, Janubiy Korea, Buyuk Britaniya va Germaniya kabi rivojlangan davlatlar mediaga asoslangan ta'lim qay darajada rivojlanishi mumkinligini ko'rsatdi. Bu kabi rivojlangan davlatlar multimedia vositalari, interfaol platformalar va so'nggi texnologiyalardan o'rinli foydalanish orqali ta'limni jadal rivojlantirib boshqa davlatlarga ham o'rnak bo'la oldi. Buyuk Britaniya qator universitetlari Moodle va Canvas kabi platformalardan foydalangan holda aralash ta'limni ilgari

surishadi. Bunda talabalar nazorat ishlarini topshirish, online materiallardan foydalanish imkoniyatlariga ega bo'lishadi. Bu kabi platformalar talabalarga qulaylik beradi, ta'lim sifatini yaxshilaydi. Turli axborot ko'rsatuvlari, podkastlar, videolar, boshqotirmalar til o'rgatishda juda keng qo'llaniladi. Podkastlar talabalarda tinglab tushunish qobiliyatini shakllantirib, xorijiy tilning haqiqiy egalarini eshitish imkonini bersa, boshqotirmalar esa xato va kamchiliklar ustida ishlash uchun yaxshi imkoniyat bo'lib xizmat qiladi.

AQSh oliy ta'lim muassasalarida virtual haqiqatdan foydalanish tobora avj olmoqda. Misol uchun xorijiy til o'rganishda real muhitni virtual yaratish orqali talabalar o'zlarini restoranda, offisda yoki aeroportda deb tasavvur qilishlari va shu mavzularda o'rganayotgan tillarida muloqotga kirishishlari mumkin. AQSh mutaxassislari bunday o'qitish talabalarda o'zlashtirish ko'rsatkichlari 75%ga oshishi mumkinligin isbotlashgan. Bundan tashqari, AQShda Duolingo va Rosetta Stone kabi platformalar til o'rganishda mashhur bo'lib, talabalar tomonidan keng foydalanilmoqda. Buning sababi bu kabi tizimlar o'quvchilarga o'z ko'rsatkichlarini ko'rib borishi imkonini beradi va mustaqil ta'limga yanada ruhlantiradi. Ma'lumotlarga ko'ra, 2019-yildan beri o'yinli platformalar orqali til o'rganish yanada ko'proq o'quvchilarni jalb etib kelmoqda ekan.

Germaniya ta'lim tizimi gibril yo'nalishda ya'ni an'anaviy darslarni onlayn ta'limga uyg'unlashtirgan holda o'qitishni tanlagan. Masalan, Gyote institutida ingliz tili kurslari ham online darslar, ham an'anaviy darslarni o'z ichiga olgan holda tashkillashtiriladi. Bu ta'lim modeli o'quvchida mustaqil ta'limni rag'batlantirish va ko'proq amaliy shug'ullanish uchun qulay hisoblanadi. Germaniyada til o'qitish programmalari virtual haqiqat tajribalaridan keng foydalanib kelmoqda. Bu texnologiyalar orqali talabalar til ko'nikmalarini turli mihitlarda qo'llashni ma'lum senariylar asosida ko'rib o'rganishyapdi. Bu muhit talablarda tortinish va uyalish hissini maksimal kamaytirishga yordam beradi va jarayonga to'liq jalb etishga xizmat qiladi. [Djangirova,2024:276]

O'zbekiston va xorijiy mamlakatlar o'rtasida til o'rgatishda medietexnologiyalardan foydalanish usullarining asosiy farqlaridan biri – resurslar va texnologiyalardan foydalanish darajasidir. Masalan, xorijda juda keng ommalashgan suniy intellekt (AI) kabi dasturlar

O'zbekistonda keng tarqalmagan. Bundan tashqari, xorijiy til kurslarida individual yondashuvga e'tibor kuchliroq qaratilgan bo'lib, o'quvchilarning individual ehtiyojlarini qondirishga qaratilgan dasturlar mavjud va ular ommabob. Shu bilan birga, O'zbekistonda ham bu yo'nalishda katta o'zgarishlar bo'lmoqda va resurslar yetarli bo'lgan maktab va universitetlarda individual o'quv platformalariga talab yuqori. Yuqorida ta'kidlanganidek interaktiv mobil ilovalar va onlayn platformalar ingliz tilini o'rganishni osonlashtiradi. Shu sababli dunyo bo'ylab til o'rganish uchun yaratilgan juda ham ko'p ilovalar mavjud. Masalan, Duolingo, Babbel va Rosetta Stone kabi dasturlar butun dunyo bo'ylab millionlab foydalanuvchilarga til o'rganishda yordam berib kelmoqda. Bu kabi ilovalar foydalanuvchilarning bilim darajasiga to'g'ri keladigan mashg'ulotlar va interaktiv darslar taqdim etadi. O'rganuvchilar bu platformalarda o'z bilimlarini sovrinli oyinlarda o'ynab tekshirib ko'rishlari mumkin, va bu ularning til o'rganishga bo'lgan qiziqishlarini yanada oshirishga katta hissa qo'shadi. Bu zamonaviy platformalar geymfikatsiya elementlarini o'z ichiga oladi, ya'ni foydalanuvchilar o'yin o'ynash orqali o'rganadilar va bu o'quv jarayoniga bo'lgan qiziqishni oshiradi. [Orifjonova,2023:11] Ingliz tilini o'qitishda video va audio resurslardan foydalanish talabalar uchun samarali va interaktiv usul bo'lib, ularni real dunyo kontekstida tilni o'rganishga yordam beradi. Misol uchun YouTube va TED Talks kabi video platformalar nafaqat tomosha qilib til o'rganish uchun, balki o'quvchilarning madaniyat, ilm-fan va jamiyat haqidagi bilimlarini ham oshirishga katta yordam beradi. Bu videolar orqali o'quvchilar har xil sheva, va turli madaniyat vakillarining suhbatlarini eshitishlari va ulardan ko'p narsalarni o'rganishlari mumkin.

Bugungi kunda onlayn kurslar va vebinarlar ham keng tarqalgan bo'lib, ular talabalarga yuqori sifatli ta'limni bir nechta formatlarda taqdim etadi. Yuqorida keltirilganidek, Garvard, MIT va Stenford kabi nufuzli universitetlarda Coursera va edX kabi platformalar orqali ommaviy ochiq onlayn kurslar tashkil qilingan. Bu kurslar har bir o'quvchini interaktiv video, savol-javoblar va testlar bilan ta'minlaydi va shu orqali ularning bilimlarini tekshirishga yordam beradi. [Shamsematova,2023:657] Masalan, Garvard universitetining kurslari talabalarda mustaqil ishlash, ularni tanqidiy fikrlash va muammolarni

yechishga jalb qilishga undaydi. Onlayn kurslar va vebinarlar talabalarga zamonaviy ta'lim formatlarida til o'rganishga yordam beradi va yangi imkoniyatlar eshigini ochadi.

Kelajakda, texnologiyalar shiddat bilan rivojlanib borar ekan, O'zbekistonda ham ingliz tilini o'rganish jarayonida mediatexnologiyalardan foydalanishning yangi bosqichlari joriy etilishi kutilmoqda. Bu texnologiyalar talabalar uchun global ta'lim tizimlariga moslashgan, keng qamrovli va interfaol ta'lim imkoniyatlarini yaratishi mumkin. Xorijiy tajribalarga tayanib, O'zbekiston ta'lim tizimi doirasida mediatexnologiyalarni keng joriy etish orqali chet tilini o'rganuvchilar sonining ortishi va ta'lim sifatining yaxshilanishini kuzatish mumkin. Bunday o'zgarishlar nafaqat o'quvchilarning til o'rganish samaradorligini oshiradi, balki ularga butun dunyo bilan bog'lanish imkoniyatlarini yaratadi.

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DEVELOPING ENGLISH PROFICIENCY FOR TECHNICAL COMMUNICATION IN HIGHER EDUCATION

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Abstract: *This paper explores various strategies to enhance students' technical communication skills, including curriculum integration, practical writing exercises, peer review processes, the use of technology, and the development of presentation skills. Additionally, the importance of real-world applications, cultural awareness, and continuous assessment is emphasized to ensure that students are well-prepared for the demands of the global workforce. By implementing these strategies, educational institutions can foster a learning environment that prioritizes effective technical communication, ultimately leading to improved student outcomes and enhanced employability.*

Keywords: *English proficiency, technical communication, higher education, STEM fields, curriculum integration, writing exercises, peer review, presentation skills, real-world applications, cultural awareness, continuous assessment.*

In today's globalized society, proficiency in English has become an essential skill, particularly within the domains of science, technology, engineering, and mathematics (STEM). As higher education institutions aim to prepare students for the complexities of the modern workforce, the ability to communicate technical information clearly and effectively has become a crucial competency. Effective technical communication not only contributes to academic success but also provides students with the necessary skills to articulate their ideas and findings in professional environments.

Despite the importance of this skill, many students encounter difficulties in mastering the nuances of technical writing and oral presentations, often due to insufficient targeted instruction and practice

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within their academic programs. This paper seeks to examine strategic approaches to enhancing English proficiency for technical communication in higher education. By integrating practical writing exercises, peer review processes, and presentation skills into the curriculum, educators can cultivate an environment that promotes effective communication. Moreover, incorporating real-world applications and fostering cultural awareness within the learning experience will better equip students to navigate diverse professional environments.

In exploring these strategies, we will emphasize the critical role of continuous assessment and feedback in fostering student development and ensuring that graduates are not only knowledgeable in their respective fields but also skilled at communicating their expertise to a global audience. Through these initiatives, educational institutions can improve student outcomes and contribute to the cultivation of a workforce that is both technically proficient and effective in communication.

Enhancing English proficiency for technical communication in higher education is of paramount importance, particularly for students pursuing disciplines in STEM (Science, Technology, Engineering, and Mathematics). Mastery of effective technical communication not only contributes to improved academic performance but also equips students with the necessary skills for professional settings, where clear and precise communication is indispensable. To foster this proficiency, several strategies can be employed. These include: integrating technical communication into the curriculum, engaging students in practical writing exercises, facilitating peer review and feedback, incorporating technology in communication training, developing presentation skills, and emphasizing the relevance of real-world applications alongside fostering cultural awareness.

The curriculum integration strategy can be employed through the inclusion of dedicated courses that focus specifically on technical writing and communication. Additionally, interdisciplinary projects may be utilized to foster collaboration between departments, such as engineering and English, to design initiatives that necessitate both technical expertise and effective communication skills.

Assignments involving technical reports and proposals can be used to engage students in writing lab reports, research proposals, or project documentation, thereby facilitating the development of structured writing skills. Additionally, students may analyze user manuals and documentation related to software or hardware projects to emphasize clarity and usability. Peer editing workshops can be organized, allowing students to review one another's work and offer constructive feedback on aspects such as clarity, grammar, and technical accuracy. Instructors should provide comprehensive feedback on assignments, focusing on language use, structural organization, and compliance with technical standards.

Online writing labs, such as Purdue OWL or similar platforms, offer valuable resources that provide guidelines for technical writing. Students can further refine their writing by utilizing grammar and style-checking software, such as Grammarly or Hemingway, to improve their language use. Oral communication training includes opportunities for students to present their work, emphasizing clear verbal communication and the effective use of visual aids. Additionally, public speaking workshops are offered to enhance students' ability to convey technical information proficiently to an audience.

Internships and cooperative education programs (co-ops) promote opportunities that require technical communication skills, enabling students to apply their academic learning in real-world settings. Guest speakers and industry panels invite professionals to share insights on the significance of effective communication within their respective fields, offering students valuable industry perspectives. Another key strategy is fostering cultural awareness, where exposure to diverse communication styles teaches students about cultural differences, preparing them for global collaboration. Additionally, inclusive language training educates students on the importance of employing inclusive language in technical communication.

Regular assessments should be implemented to specifically evaluate technical communication skills, including writing clarity, organization, and audience awareness. Feedback loops are essential in encouraging students to reflect on their progress and identify areas for improvement in their technical communication abilities.

By implementing these strategies, higher education institutions can substantially enhance students' English proficiency in technical communication. This not only fosters academic success but also equips graduates with the essential skills required for their future careers.

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CHET TILI DARSLARIDA INTERFAOL METODLAR

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Annotatsiya: Mazkur maqolada chet tili darslarini qiziqarli va samarali tashkil etish uchun interfaol metodlardan foydalanish muhimligi tahlil qilinadi. Muallif kommunikativ kompetensiyani shakllantirishda o'qituvchining ijodiy yondashuvi, dars davomida turli o'yin uslublari va innovatsion metodlardan foydalanish samaradorligini yoritib beradi. Bilimlarni mustahkamlash, og'zaki nutqni rivojlantirish, talabalarning faolligini oshirish uchun interfaol mashqlar, vizual metodlar va muloqotga asoslangan yondashuvlar taqdim etiladi. Shuningdek, dars jarayonida xatolarni tuzatish usullari, savol-javob texnikalari va nutqiy faollikni oshirish bo'yicha tavsiyalar beriladi. Muallif zamonaviy texnologiyalar chet tilini o'qitish jarayonida talabalar kommunikativ kompetensiyasini rivojlantirish uchun muhim asos ekanligini ta'kidlaydi.

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***Kalit soʻzlar:** chet tili oʻqitish, interfaol metodlar, kommunikativ kompetensiya, innovatsion metodlar, ogʻzaki mashqlar, oʻyin texnikasi, grammatik bilimlar, zamonaviy texnologiyalar, pedagogik yondashuv.*

Pedagogikaning ilgʻor tajribalarini va yutuqlarini taʼlimga tatbiq etish zamonamizning muhim shartlaridan biridir. Hozirda oʻqituvchilar oʻz kasbiy faoliyati davomida foydalanishi mumkin boʻlgan tajribalar, innovatsion metodlar yanada boyib bormoqda. “Har qanday chet tilini oʻqitishda kommunikativ maqsadlar butun metodik yondashuvni belgilaydi.” [Ahmedjonova, 651-bet] Qanday qilib chet tili darsini qiziqarli va samarali tashkil etish mumkin? Darsning jonli boʻlishi talabalarning mutaxassisligi va qiziqishlari bilan boʻgʻliq muammoni koʻtarish orqali yuzaga keladi. “Chet til muallimi metodika fani yutuqlarini puxta oʻzlashtirish orqali oʻquvchining toʻplagan til tajribasi meʼyorini aniq bilishga va uni yanada takomillashtirishga erishadi.” [J. Jalolov, 4-bet]

Oʻqituvchi tajribali, izlanuvchan va ijodiy yondoshuvchan boʻlsa turli metodlarni qoʻllash orqali bunga erishadi. Masalan, guruhni oldindan ogohlantirib, ularga 1-2 daqiqa davomida rasm koʻrsatish, keyin esa uni yoddan tasvirlab berish vazifasi topshiriladi. Oʻquvchilar bir-birini toʻldirib, rasmda nima tasvirlanganini (mohiyati, qahramonlar soni, ularning kiyimi va hokazo) gapirishlari kerak boʻladi, yoki rasmlarga dialoglar, karikaturalarga izohlar yozishlari ham mumkin. Barcha tinglovchilar chet tilidagi kulgili hikoyalarni, hazillarni yoqtiradilar. Jonli hikoya shaklida oʻz oʻrnida aytilgan hazillarni tushunish ham zavq bagʻishlaydi va ajoyib psixologik yengillik yaratadi. Har qanday faoliyatdan soʻng barcha yangi oʻzlashtirilgan soʻz va iboralarni doskaga yozish orqali xulosa chiqarish tavsiya etiladi.

Ogʻzaki mashqlar shakliga boʻlgan qiziqish oʻqituvchining xatolarni qanday tuzatishiga ham bogʻliq. Gapirayotgan odamni tez-tez toʻxtatish uni asabiylashishga, oʻziga nisbatan ishonchsizlikka va hikoyaning izchilligining buzilishiga olib keladi. Shuning uchun faqat eng qoʻpol va maʼno buzadigan xatolarni darhol tuzatish lozim. Qolgan xatolar esa hikoyadan keyin muhokama qilinishi kerak.

Grammatik bilimlarni mustahkamlash uchun ham qiziqarli usullarni topish mumkin. Masalan, grammatik jihatdan soʻroq soʻzli va soʻroq soʻzsiz soʻroq gaplar tartibini mashq qilishda har bir talaba oʻzi haqida maʼlumot beruvchi tayanch soʻzlarni birma bir aytadi.

Boshqalar unga ko'ra savollar tuzishadi. Yoki boshqa bir metodni olsak. Dativ va Akkusativ kelishigi ko'makchilari ishtirokida o'qituvchi biror bir xona jixozlari joylashuvini ta'svirlovchi gaplar aytadi. Talabalar ularni eshitib tushunganlari bo'yicha chizib tasvirlaydilar (Piktogramma). Bunday usullar barchada qiziqish uyg'otib, uzoq vaqt yodda qoladi.

Yuqorida aytib o'tilgan og'zaki mashq shakllaridan tashqari, ko'plab o'qituvchilar o'yin metodlariga ham murojaat qilishadi. Bu metodlar to'g'ri qo'llanganda nafaqat bolalar, balki kattalar uchun ham foydali bo'lishi mumkin. Masalan: kim ko'proq maqol yoki matal bilishini sinash (doira shaklida o'tirib, bir biriga koptokcha uloqtirish orqali amalga oshiriladi), xatolar auksioni (grammatik jihatdan tog'ri va xato gaplar kim oshdi savdosida o'yin tarzida sotiladi va xato gaplarni sotib olganlar yutqazadi).

Ba'zi o'qituvchilar darslarni qiziqarli qilish uchun hikoyalarni qism-qism qilib aytishadi va eng qiziqarli joyida keyingi darsga qoldirishadi. Bunday hollarda uyga vazifa sifatida hikoyaning tushunarli yozma bayonini tayyorlash berilishi mumkin. Davomi qanday bo'lishini taxmin qilib yozib kelishlari ham mumkin.

Og'zaki nutq ustida ishlashda qiziqishni saqlab qolish uchun savollarni bergach, talabalarga javob berish uchun biroz vaqt ajratish maqsadga muvofiqdir. Bu usul ularning tayyorgarlik ko'rishiga yordam beradi. Agar javob kuchsizroq o'quvchilardan boshlansa, ular o'z fikrlarini to'ldirish imkoniyatiga ega bo'lishadi, shunda kuchli o'quvchilar darsga birdaniga hukmronlik qilmaydi va jarayon monoton bo'lib qolmaydi. Ma'lumki, kommunikativ kompetensiya – bu o'z ona tilida va har qanday chet tilida ijtimoiy vaziyatlarda muloqot qilish, kommunikatsiya madaniyatiga rioya qilish, ijtimoiy moslashuvchanlik va jamoada samarali ishlash qobiliyatidir. [Ahmedjonova, 651-bet]

Xulosa qilib shuni aytish mumkinki, cheklangan vaqt ichida talabalardan fikrlash doiralarini ishga soluvchi, aqlarini charxlab, lug'at boyliklarini amalda qo'llashga undaydigan situasiyalar, rolli o'inlar yoki hikoyalar tuzish kabi vazifalar berilsa gapirish vayosish maroqli jarayonligiga, darsning samarali va qiziqarli o'tishiga erishish mumkin. Zamonaviy texnologiyalarning chet tillarni o'qitishda qo'llanilishi, talabalarining kommunikativ kompetensiyasini har tomonlama rivojlantirish uchun asos bo'lishi mumkin.

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FRANSUZ VA O‘ZBEK TILLARIGA KIRIB KELAYOTGAN YANGI QO‘SHMA SO‘ZLAR

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Annotatsiya: *Ushbu maqolada fransuz va o‘zbek tillariga yangi qo‘shma so‘zlarning kirib kelish sabablari, ularning shakllanishi va qo‘llanish sohalari tahlil qilinadi. Maqolada til rivojlanishining globallashuv, texnologik taraqqiyot va ijtimoiy o‘zgarishlar bilan bog‘liqligi ko‘rsatilgan. Fransuz tilida yangi qo‘shma so‘zlarning aksariyati ingliz tilidan olingan bo‘lib, asosan texnologiya, biznes va axborot-kommunikatsiya sohalariga oid. O‘zbek tilida esa axborot texnologiyalari, iqtisodiyot va xavfsizlik sohalariga oid yangi qo‘shma so‘zlar keng tarqalgan. “Smartfon” va “kibermuhofaza” kabi ayrim atamalar har ikkala tilda ham mavjud. Maqolada tilning dinamik xususiyati va xalqaro munosabatlarga moslashuvi tahlil qilinib, yangi atamalar kelajakda ham ortib borishi ta’kidlangan.*

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Kalit soʻzlar: *qoʻshma soʻzlar, fransuz tili, oʻzbek tili, til rivojlanishi, globallashuv, texnologiya, biznes, kiberxavfsizlik.*

Til doimiy rivojlanish va oʻzgarish jarayonida boʻlib, yangi soʻzlar va iboralar uning boyligiga boylik qoʻshadi. Hozirgi davrda tillar oʻzaro taʼsirlashuvi globalizatsiya jarayonlari, axborot-kommunikatsiya texnologiyalari va ilmiy rivojlanish bilan bogʻliq holda yanada jadallashmoqda. Jahon hamjamiyatida xalqaro aloqalar kuchayib, turli tillar oʻrtasida soʻz almashinuvi keng tarqalmoqda. Bu jarayonda qoʻshma soʻzlar muhim oʻrin tutadi, chunki ular bir nechta leksik birliklar birlashuvi natijasida yangi maʼnolar hosil qilib, har ikki tilda ham faol qoʻllanila boshlaydi.

Fransuz va oʻzbek tillari oʻzining tarixiy rivojlanish jarayonida turli davrlarda tashqi taʼsirlarga uchragan. Hozirda har ikki tilga ham yangi qoʻshma soʻzlar kirib kelmoqda. Ushbu maqolada fransuz va oʻzbek tillariga kirib kelgan yangi qoʻshma soʻzlar tahlil qilinib, ularning shakllanish xususiyatlari, semantik oʻzgarishlari va qoʻllanilish sohalari oʻrganiladi.

Fransuz tiliga kirib kelgan qoʻshma soʻzlar asosan texnologiya, axborot-kommunikatsiya va biznes sohalari bilan bogʻliq. Ularning koʻpchiligi ingliz tilidan kirib kelgan boʻlib, ayrimlari fransuz tilining ichki qoidalari asosida yangi shakllar hosil qilgan. Fransuz tili oʻzining boy lugʻati va murakkab grammatikasi bilan mashhur. Quyida soʻnggi yillarda fransuz tilida paydo boʻlgan bir necha yangi qoʻshma soʻzlar misol sifatida keltiriladi:

Télétravail – **Télé** (masofadan) va **travail** (ish) soʻzlarining birikmasi boʻlib, “masofadan ishlash» maʼnosini anglatadi. COVID-19 pandemiyasi davrida ushbu atama keng qoʻllanila boshlandi. ***En raison de la pandémie, le télétravail est devenu une norme dans de nombreuses entreprises.*** (Académie Française, 2022 <https://www.academie-francaise.fr/le-dictionnaire-la-9e-edition/exemples-de-mots-nouveaux>) → *Pandemiya sababli koʻplab korxonalarda masofadan ishlash odatiy holatga aylandi.* **Infox** (**Information** – axborot + **intoxication** – zaharlanish) → *Yolgʻon axborot (Fake news)* ***Les réseaux sociaux sont envahis par des infox qui influencent l'opinion publique.*** (Rey, 2018 [https://www.academie-francaise.fr/le-dictionnaire-la-9e-](https://www.academie-francaise.fr/le-dictionnaire-la-9e-edition/exemples-de-mots-nouveaux)

edition/exemples-de-mots-nouveaux) → *Ijtimoiy tarmoqlarda jamoatchilik fikriga ta'sir etuvchi yolg'on axborotlar keng tarqalmoqda. Webinaire (Web – internet + séminaire – seminar) → Onlayn seminar. L'université a organisé un webinaire sur l'intelligence artificielle.* (TLFi, 2023 <https://www.academie-francaise.fr/le-dictionnaire-la-9e-edition/exemples-de-mots-nouveaux>) → *Universitet sun'iy intellekt mavzusida onlayn seminar tashkil qildi. Biocarburant (Bio – biologik + carburant – yoqilg'i) → Bioyoqilg'i. Les biocarburants réduisent les émissions de CO₂ et sont plus écologiques.* (Jouette, 2021 (<https://www.academie-francaise.fr/le-dictionnaire-la-9e-edition/exemples-de-mots-nouveaux>)) → *Bioyaqilg'ilar CO₂ chiqindilarini kamaytiradi va atrof-muhit uchun foydali. Réalité augmentée (Réalité – haqiqat + “augmentée” – kengaytirilgan) → Kengaytirilgan reallik La réalité augmentée est utilisée dans les jeux vidéo et le commerce électronique.* (Solodovnik, 2020 <https://www.academie-francaise.fr/le-dictionnaire-la-9e-edition/exemples-de-mots-nouveaux>) → *Kengaytirilgan reallik video o'yinlar va onlayn savdoda ishlatiladi.*

Ushbu so'zlar, asosan, zamonaviy texnologiyalar, ekologik rivojlanish va ijtimoiy o'zgarishlar natijasida tilga kirib kelgan.

O'zbek tili ham xalqaro so'z almashinuvi jarayonidan orqada qolmayapti. Tilning moslashuvchanligi tufayli bir nechta chet tili so'zlari birlashib, yangi qo'shma so'zlar shakllanmoqda. Ular asosan axborot texnologiyalari, iqtisodiyot, biznes va ijtimoiy hayot sohalarida qo'llanilmoqda. Quyida so'nggi yillarda o'zbek tiliga kirib kelgan yangi qo'shma so'zlar misol sifatida keltiriladi: **Elektron tijorat (Elektron + tijorat)** → Onlayn savdo. *Elektron tijorat orqali chakana savdo hajmi 2023 yilda 30% ga oshdi.* (UzLex, 2023 <https://www.hec.ca/retraites/conferences-arhec/resume-moisson-des-nouveaux-mots-10-21.pdf>) **Mobil bank** ("Mobil" + "bank") → Telefon orqali bank xizmati. *Mobil bank xizmatlari mijozlarga istalgan joyda moliyaviy operatsiyalarni amalga oshirish imkoniyatini yaratadi.* (O'zbekiston Respublikasi Fanlar Akademiyasi, 2022. (<https://www.hec.ca/retraites/conferences-arhec/resume-moisson-des-nouveaux-mots-10-21.pdf>)) **Kiberxavfsizlik (Kiber+ xavfsizlik)** → Internet orqali himoya. *Kiberxavfsizlik tizimlari hakerlik hujumlariga qarshi himoyani kuchaytirishga yordam beradi.* (Innovatsion

<https://www.hec.ca/retraites/conferences-arhec/resume-moisson-des-nouveaux-mots-10-21.pdf>). **Dasturiy ta'minot** (**Dasturiy** + **ta'minot**) → Programmnoe obespechenie. *Korxona uchun mos dasturiy ta'minot tanlash raqamli transformatsiyani osonlashtiradi.* (UzLex, 2023. (<https://www.hec.ca/retraites/conferences-arhec/resume-moisson-des-nouveaux-mots-10-21.pdf>)). **Aqlli shahar** (Aqlli + shahar) → Smart City. *Aqlli shahar konsepsiyasi atrof-muhit va transport tizimini yaxshilashni maqsad qiladi.* (O'zbekiston Respublikasi Fanlar Akademiyasi, 2022. <https://www.hec.ca/retraites/conferences-arhec/resume-moisson-des-nouveaux-mots-10-21.pdf>).

Zamonaviy axborot-kommunikatsiya texnologiyalari va innovatsion taraqqiyot natijasida ba'zi qo'shma so'zlar bir vaqtning o'zida ham fransuz, ham o'zbek tiliga kirib keldi:

Fransuz tilida	O'zbek tilida	Ilmiy misollar	Manba
Smartphone	Smartfon	Les smartphone ont révolutionné la communication moderne	Oxford LANGUES.2021
Start-Up	Startap	Les start-ups jouent un rôle clé dans l'innovation technologique	Cristal, 2019
Cyberattaque	Kiberxujum	Les entreprises doivent se protéger contre les cyberattaques sophistiquées	Innovatsion texnologiyalar markaziYu 2023
e-commerce	elektron tijorat	L'e-commerce permet aux entreprises d'atteindre un public mondial	Oxford LANGUES.2021

Keltirilgan misollar shuni ko'rsatadiki, har ikkala tilda ham qo'shma so'zlar asosan texnologik taraqqiyot, iqtisodiy o'zgarishlar va raqamli muhitning rivojlanishi bilan bog'liq. Qo'shma so'zlar ikkita

yoki ko‘proq lug‘aviy birliklarning birlashuvi natijasida shakllanib, tilga yangi tushunchalarni olib kiradi. Bu jarayon tillarning tabiiy evolyusiyasi va tashqi ta’sirlarga moslashuvchanligini tasdiqlaydi. Yana tahlil shuni ko‘rsatadiki, fransuz tiliga kirib kelgan yangi qo‘shma so‘zlar asosan ingliz tili ta’sirida shakllangan. Masalan, “télétravail” va “webinaire” kabi so‘zlar aslida ingliz tilidan olingan birikmalar asosida yaratilgan. Boshqa tomondan, o‘zbek tilidagi yangi qo‘shma so‘zlar orasida ham to‘g‘ridan-to‘g‘ri inglizcha terminlar (smartfon, startap, kiberhavsizlik) va mahalliy lug‘atga moslashtirilgan birikmalar (aqlli shahar, dasturiy ta’minot) mavjud. Bu esa o‘zbek tilining tashqi ta’sirlarga moslashish qobiliyati yuqori ekanini ko‘rsatadi. Fransuz tilida qo‘shma so‘zlar asosan ikki yoki ko‘proq so‘z birikmasi yoki qo‘shib yozish orqali yuzaga keladi. Masalan, "biocarburant" (bioyoqilg‘i) yoki "réalité augmentée" (kengaytirilgan reallik). O‘zbek tilida esa qo‘shma so‘zlar ko‘pincha ikki mustaqil so‘zning birikmasi orqali shakllanadi, masalan, “elektron tijorat” yoki “mobil bank”. Ba’zi hollarda, so‘zlar ingliz tilidan o‘girilgan holda qo‘llanilmoqda (startap, bulutli texnologiya). Bu so‘zlarning semantik jihatdan tahlili shuni ko‘rsatadiki, ular ma’lum bir ixtisoslashgan sohada keng qo‘llaniladi. Yangi qo‘shma so‘zlar jamiyat taraqqiyoti bilan uzviy bog‘liq bo‘lib, buning natijasida ular har ikki tilda ham shiddat bilan o‘zlashtirilmoqda.

Xulosa qilib aytganda, fransuz va o‘zbek tillariga kirib kelayotgan yangi qo‘shma so‘zlar asosan texnologik taraqqiyot, iqtisodiy rivojlanish va ijtimoiy hayotdagi o‘zgarishlar bilan bog‘liq. Ushbu jarayon tillarning dinamik xususiyatini ko‘rsatib, ularning xalqaro munosabatlarga moslashuvchanligini ta’minlaydi. Kelajakda bunday so‘zlar soni yanada ortishi kutilmoqda. Shuning uchun, bunday yangi qo‘shma so‘zlarni ilmiy asosda o‘rganish, ularning grammatik va lug‘aviy xususiyatlarini tahlil qilish tilshunoslik sohasida muhim vazifalardan biri bo‘lib qolmoqda.

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CREDIT-MODULE SYSTEM IN UZBEKISTAN UNIVERSITIES: INTRODUCTION, CHALLENGES AND MEASURES

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Abstract. *This article defines the term of credit-module system and describes the history of the gradual transition to a credit-module system in Uzbekistan. This paper also investigates the challenges faced by universities and measures taken by the government.*

Key words: *Education, Credit-module system, European ECTS system, autonomous learning, academic mobility, curriculum.*

Since its independence, the Republic of Uzbekistan’s education system has experienced significant transformations which have led to a shift in the fundamental approach to education. Uzbekistan’s flexible education system has expanded the boundaries of the educational sphere, meeting new requirements in the context of global competition. According to the education statistics agency, the number of students studying in 191 higher education institutions (HEIs) in Uzbekistan was

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more than 500 thousand in 2020, doubling in just two years to reach one million in 210 HEIs (1). Surveys confirm that receiving higher education for many nowadays is becoming a social norm and the number of educational institutions is increasing along with the number people who wish to become qualified. Therefore, it has become more crucial now than ever before to set out a clear mechanism to provide quality education for the quickly growing demand for higher education.

The formation of quality knowledge and science is closely related to the well-governed education system. Hence, the education system in HEIs is usually assessed by the level of academic staff, the infrastructure for the formation of independent learning and most importantly the alignment between the needs of students and course content [Farida 287]. The credit-module system is a system aimed at independent education, which determines the creative mastering of knowledge on the basis case of credits. This system is structured as a mix of two approaches - modular and credit-based teaching technologies, which are generally established in the educational system of developed countries and, have proven their effectiveness over time, and, while distinct, complement each other [Inom 723]. After all, the British philosopher Francis Bacon, who lived in the Middle Ages, argued that the main key to a strong conflict resolution is a logical analysis of each terminology in the problem.

First of all, it is important for HEIs to differentiate between the terms and recognize how they interact to create systematized quality education as well as an understanding of what objectives and tasks the system puts forward. A **credit represents** a unit of study workload spent by a student to study and master a subject in a particular field of study or program. Defined by normative guidelines, it typically reflects a minimum amount of time usually equivalent to one week, including in-class and independent study. According to Farida and Umida, flexibility in designing curriculum and assigning credits based on the course content and hours of teaching are the main tasks involved [288]. It means that the system should allow students to create their own curricula increasing the share of autonomous learning in the educational process so that he or she could become a competitive professional in his or her chosen field in the future.

A module is a component of the curriculum which covers multiple subjects and courses. It usually integrates different disciplines designed to develop students' knowledge, skills, and ability for analytical and logical thinking. Teachers organize the learning process by delivering live, video, and audio lectures while coordinating and monitoring student activities when they engage in independent study and mostly explore topics on their own. The research conducted by Farida and Umida emphasizes the following objectives as key components for module-based curricula: full disclosure of learning objectives and tasks; to ensure that the module contents are relevant to the current job market, to develop clear assignments for the assessment of independent learning [289]. In our view, providing a degree which will provide knowledge outside the academic environments that will benefit social, economic and cultural development is key mission for HEIs to implement through the credit-based system.

If we look back at the history of credit-module system adoption in developed countries, U.S. universities may be considered as a pioneer in introducing it first in the 18th and 19th centuries to liberalize the learning process and determine a student's weekly academic workload. In 1869, Charles William Eliot, president of Harvard University and a prominent figure in American education, introduced the concept of the "credit hour". Thus, in 1870-1880, a system of credit hours was introduced and the strict, predefined university curricula were cancelled, allowing students greater autonomy to select and study subjects of their interest from those offered within the curriculum. This transformation played an important role in the revitalization of Harvard University.

The efforts of European countries regarding transferring HEIs to a single credit system began in 1970s, based on the American credit system and the Netherland higher education system. As a result of the introduction of the credit-module system, student exchange began to develop between universities in European countries [Maxammadjonova 145]. Today, different educational systems are widely used, including the United States Credit System (USCS), European Credit System (ECTS), Asia-Pacific Credit System (UCTS), and the UK Credit System (CATS). Among these, the U.S. and European models are the most commonly adopted.

The Ministry of Higher Education, Science and Innovation of Uzbekistan prioritized the implementation of the European ECTS system after thoroughly researching world credit education models. The decision was based on the fact that the ECTS system is recognized by many foreign countries, to facilitate exchange of professors and professors and students as well as the result of the fact that this system shows effective results in education and similarity of educational stages [Majidova 1595]. After the approval of the Action Strategy on the five priority directions of the development of the Republic of Uzbekistan in 2017-2021 by the head of our state, Sh.Mirziyoev, issues such as increasing the efficiency of higher education institutions and introducing world standards for evaluating the quality of education were put on the agenda. Hence, the system was introduced in 2020 throughout the country but it was first initiated by the president in 2019. This transformation was needed in order to develop competitive personnel in the world labour market and to improve the quality education that is being steadily adapted by universities to ensure that it provides the consistency and uniqueness of curricula, that clearly reflect the information about the educational process in a particular field of study and specialization. However, as the system is totally new for Uzbek universities it has been raising questions regarding many aspects of the credit-based system management among both educators and administrators. Thus, it is now important to examine some of the most widespread challenges faced by Uzbekistan universities today.

One of the most common challenges that this system is not compatible with the world's developed education systems. The research by Ruzumboy discusses that unnecessarily extensive curricula leads to pedagogic overload for the teachers and learners [93]. Most parts of curricula are based on one-sidedness of pedagogic processes and, hence, there is a little attention on the practice and alignment with real-life experiences. The reason is that a larger part of the university staff do not possess practical experience in their own fields. Therefore, most students tend to struggle to meet practical job market requirements when they graduate from university.

Also, the research paper by Inom discusses that the fact that students remain mostly listeners in the universities of Uzbekistan, as a result of which the personnel who have reached the slowness of practice

are not able to give good results in the fields [723]. Educators' pedagogical practices have traditionally relied on lectures as the primary mode of instruction which has usually resulted in the classrooms often resembling one-way communication channels where educators deliver knowledge and students passively receive it. Another important factor contributing to this problem is strong reliance on conventional assessment methods that prioritize memorization and standardized tests rather than critical thinking and application of knowledge in practice. However, according to Maxammadjonova "the principles of the credit-module system are to organize student-oriented education, achieve transparency in education, strengthen flexibility in education, and most importantly developing student critical thinking" [131]. In other words, this system is not only the process of organizing education but also a model of evaluation based on a collection of modular teaching technologies and a credit measure. It should increase the commitment and demand from university professors where the teacher performs not only informational and supervisory functions, but also advisory and coordinating functions.

Most importantly, the failure of universities to effectively assess and promote independent learning among students is a significant challenge. Many students who enter higher education occasionally lack prior experience in independent learning approaches, such as self-directed study and critical thinking exercises. As research shows that in most universities a student is assigned a task, thereby receives an assessment during class hours. There is a little emphasis placed on the creative, independent work of the student [723]. Additionally, students are assessed by their test results or in-class assignments. This is typically because the curriculum structure may not effectively include the independent study hours in teachers' workloads and results in instructors viewing their teaching responsibilities limited to contact hours.

It should be noted that the government has been taking further steps to address the issues at hand. The decree "On approval of the concept of the development of the higher education system of the Republic of Uzbekistan until 2030" signed by the President on October 8, 2019 ensures the step-by-step transfer of the educational process to the credit-module system in higher education. On this basis, the development of

a regulation on measures to radically improve the efficiency of the personnel training system in the universities was developed by the Ministry of Higher Education for each of the universities. Another outstanding example is “El-Yurt Umidi” foundation which organizes seminars and trainings with the participation of foreign experts who are closely familiar with the system. In addition, one of the members of the International Council of Experts under the “El-Yurt Umidi” Foundation has been appointed as an expert advisor to 10 self-financing universities [Farida 291]. Apart from trainings, the foundation now allocates a considerable amount of the budget to the students who choose to study abroad. By providing employment opportunities in administrative roles for these students following their studies, the country aims to improve the overall effectiveness of education management.

In order to make independent work for students more convenient, most universities are now using a special site created by the Higher Education. On this site, students can download tasks in the given order, while the teacher assess them. The student’s rating is determined by both the online and the instructor’s deadline. Additionally, independent work and home tasks are not evaluated by students who do not upload them to the site [Inom 725].

Uzbekistan universities are stepping forward to improve the quality of education through the implementation of the credit-module system. A greater emphasis on good governance will help guarantee transparency, reveal the true knowledge of the student, and allow students to study and work independently. In turn, autonomous learning will lead to an increase in students’ independence and help inspire, creative initiative and activities of professionals in the future. Not only will the universities benefit from higher levels of academic mobility but also may help the government set up effective collaboration with foreign countries in the future. Today, the European credit system is practiced in almost all universities of Uzbekistan. In our perspective, one of the most important missions now is to train personnel in accordance with the requirements of the labour market. Therefore, the measures to tackle challenges and the efforts to fundamentally reform the higher education system is a big step in the right direction for Uzbek education.

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EXPERIMENTAL RESULTS TO DEVELOP INTERCULTURAL COMPETENCIES OF STUDENTS STUDYING A FOREIGN LANGUAGE

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Abstract: Below we would like to provide information on the results and effectiveness of the methodology we conducted to develop intercultural competencies, which is the goal of the research work. In the study, the methods covered within the methodology were mainly used with students of foreign language and literature. Below, the article provides information on the effectiveness of the Critical Intercultural Awareness, Intercultural press analyzer and Global HeroQuest

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methods. The development of intercultural competence and its components, which is considered the most necessary aspect of the global world, is the most important positive requirement in the educational process.

Keywords: openness and curiosity, objective evaluation, critical intercultural awareness, intercultural education strategies.

Annotatsiya: Tadqiqot ishining maqsadi bo'lgan madaniyatlararo kompetensiyalarni rivojlantirish bo'yicha olib borilgan metodologiyaning natijalari va samaradorligi borasida ma'lumotlarni quyida taqdim etamiz. Tadqiqotda asosan metodologiyada qamrab olingan metodlar xorijiy til va adabiyoti yo'nalishi talabalarida qo'llanildi. Ushbu maqolada Critical Intercultural Awareness, Intercultural Press Analyzer va Global HeroQuest metodlari samaradorligi haqida ma'lumotlar ta'minlanadi. Global dunyoning eng kerakli aspekti hisoblangan madaniyatlararo kompetensiya va uning komponentlari taraqqiyoti ta'lim jarayonida eng muhim ijobiy talab hisoblanadi.

Kalit so'zlar: ochiqlik va qiziquvchanlik, obyektiv baholash, tanqidiy madaniyatlararo xabardorlik, madaniyatlararo ta'lim strategiyalari.

Аннотация: Ниже мы хотели бы предоставить информацию о результатах и эффективности методики, которую мы провели для развития межкультурных компетенций, что является целью исследовательской работы. В исследовании методы, охватываемые методикой, в основном использовались со студентами иностранного языка и литературы. Ниже в статье представлена информация об эффективности методов Critical Intercultural Awareness, Intercultural Press Analyzer и Global HeroQuest. Развитие межкультурной компетенции и ее компонентов, которая считается самым необходимым аспектом глобального мира, является важнейшим позитивным требованием в образовательном процессе.

Ключевые слова: открытость и любопытство, объективная оценка, критическая межкультурная осведомленность, стратегии межкультурного образования.

INTRODUCTION. In this modern era education system cannot be covered without the background knowledge of intercultural

communication competence. Especially in the higher education system students are required to have enough skills and experience on intercultural awareness, which the demand of globalized world education specialists. The research has been carried out during three years period at CSPU 2nd year students within four groups and due to the provided information, we can say that this research work demonstrates the development of a number of proposals and recommendations for the future development of the field of intercultural knowledge. The methodological process, carried out based on the developed model, was in three stages. Below we will explain in detail the stages of the experimental process with their target components:

Time	Aim, objective and methods
I step (2023 y) Initial experimental works	Aim – to study the importance, necessity, difficulties and problems of developing intercultural competencies in the context of teaching a foreign (English) language among students of the Foreign Language and Literature department of higher education, as well as the reasons for their emergence. Objectives – to study and analyze various sources and literature on the topic of research; The evolution of intercultural competence, its introduction into the educational process, the formation and development of it in various educational processes, as well as the criteria for its formation in students, determining the object and subject of the study. Methods – questionnaire, question-answer, interview, observation, analysis.

II step (2024-2025 yy.) Organizational-developmental level	Aim – to study the content and conditions of the study by forming a methodology for developing intercultural competences and conducting pilot testing of it among students of the foreign language and literature department. Objectives – to determine the control and experimental groups, to create a model of the principles of teaching a foreign language based on the approach to developing intercultural competence in foreign (English) language classes, to develop and implement developmental methods, to develop recommendations based on the results of pilot testing. Methods – development and application of models for the development of students' intellectual abilities, studying the recommendations of specialists and students' interests, methods of its implementation in practice, observation, modeling, study of students' attitudes, analysis of research results.
III step (2025-y) Final statistical analyses	Aim – analysis and interpretation of research results, as well as conclusions. Objectives – generalization of the results obtained during the implementation of the experiment by processing them, comparison with the results of the initial experiment, development of general conclusions, making suggestions and recommendations, assessing the effectiveness of the results of the research work and determining methods for their implementation in practice. Methods – bringing the results to a mathematical-statistical state and summarizing, comparing

Table 1. Sequence of experimental work, including goals and objectives

METHODOLOGY. In this study, the development of students' intercultural competence was demonstrated by several characteristics: openness and curiosity, critical analysis, objective evaluation and critical understanding. Open and curious people are considered to be more willing to other cultures and curiosity shows that they have a

desire to learn about new cultures. These two components are the most fundamental in the development of intercultural competence [Deardorff D.K., 2006:250]. The early development of openness and curiosity was demonstrated by students' interest in learning about cultures and interacting with people from other cultures. Initially, most students were passive and showed relatively little interest in participating in group work. Later, with the help of teachers, they were involved in various activities. As the methodological process developed, the participants began to master the intercultural tasks and became more enthusiastic.

During the discussions, they watched, listened to, commented on and studied the videos and instructions for completing the exercises. As the students' intercultural awareness increased, they became more actively involved in the activities and tasks. Became more positive about participating in group discussions and assignments. In the process of discussing cultural issues with the whole group, the students' openness and curiosity increased even more. They began to want to exchange ideas and draw conclusions about cultural phenomena. In the process of critical analysis, the students began to develop the ability to distinguish socio-cultural phenomena. The critical analysis phase allows participants to identify cultural events and compare them with the local culture. In this process, they explored similarities and differences. Such activities helped them to pinpoint what aspects make two or more cultures similar and different.

Objective evaluation is an objective assessment and examination of the students' socio-cultural realities. They learned to critically reflect on the essence and values of cultural content. Participation in group activities helped the students to overcome stereotypes and give an objective assessment. The next aspect is critical understanding, which demonstrates the students' critical intercultural knowledge. This means understanding their own local culture and respecting other cultures. By analyzing cultural content, they gain critical awareness. With the help of video materials, they help to observe, identify and describe the characteristics of cultural phenomena. Such tasks further deepened their understanding of cultural identity.

RESULTS AND DISCUSSION. Intercultural education was applied in foreign language teaching by combining communicative and

intercultural approaches, with critical intercultural awareness being its main component. The model mainly involves working with authentic information, analyzing it, comprehending it and presenting it. Each lesson of the course covers specific linguistic and cultural content. In the methodical process, students participate in student-centered learning, such as working with information, small group exercises and group discussions, which allows them to practice contextual and effective intercultural learning.

The students had a number of positive impressions from this intercultural learning process. The relevance, practicality and usefulness of YouTube videos, as well as the Intercultural Press Analyzer and Global HeroQuest methods used as intercultural resources, made a significant contribution to the development of intercultural competence and its components in students. A number of problems were also noted, such as students' ambivalence and fear of learning new and unfamiliar cultural sources. Despite these difficulties, students noted that the sources were authentic language examples that reflected cultural realities, problems and values of different countries. Using these materials will help students to further develop socio-cultural phenomena and values. That is, intercultural tasks contribute to enriching students' cultural knowledge and developing critical thinking skills, further awakening their desire to communicate with people from different cultures and engaging them in dynamic activities.

This research work makes a theoretical, methodological and pedagogical contribution to the field of intercultural teaching and language learning. The above key features contribute to the development of effective intercultural communication. The study can provide an in-depth look at the specifics of critical intercultural awareness and how students can develop it through intercultural tasks in a systematic process. Foreign language teachers can use these methods and recommendations in their practice to enhance participants' intercultural awareness and use them as models to evaluate their success. In addition, this research contributes to the development of harmony between language, culture and communication in the process of teaching foreign languages. It also contributes to the development of intercultural awareness through methodologically new models in higher education. The information provided in cultural sources is also

useful in the process of identifying, analyzing, interpreting and evaluating socio-cultural realities.

The research work also has important pedagogical significance in the field of intercultural teaching and language learning. This study also contributes to the development of research on the use of pedagogical tasks that develop students' critical intercultural awareness as a fundamental part of CIA in teaching foreign languages [Kurbanova F.K, 2024:200]. The presented methodological recommendations, in addition to increasing students' critical intercultural awareness, also provide an opportunity for language teachers to use the IC development model in foreign language classes, integrating intercultural components into the teaching process. The results of the study can help language teachers to study intercultural education strategies, as they provide ideas for developing aspects related to language and culture, as well as further expanding the use of ICT in terms of diverse worldviews through group discussions and presentations. The main achievements noted over the three-year study period are:

- Students' intercultural competence and its components were developed, especially through video materials, further enhancing students' understanding of cultural nuances, gestures, traditions and communication styles. Empathy and cultural literacy were enhanced by exposing students to authentic content representing different cultures. Using the Intercultural Press Analyzer method, students were able to critically evaluate cultural sources, identify misconceptions in the media and better understand the global context of intercultural relations. Through exposure to different cultures through the Global HeroQuest method, participants developed a sense of common humanity and an understanding of cultural diversity.

- The interactive and relevant methods included in the methodology stimulated students' motivation and engagement in the classes. The dynamic nature of the videos and game-based approaches such as HeroQuest helped to create a more engaging learning environment for students.

- Analyzing cultural representations in the media improved students' critical analysis skills, enabling them to identify stereotypes and generalizations. Working with the voices of the heroes created a

convenient opportunity for critical comparison and exploration of cultural heroes and values.

- Working on intercultural communication in the classroom developed the ability of the study participants to effectively communicate with peers from different backgrounds both verbally and non-verbally.

- The results of the initial and follow-up statistical data of the study showed an improvement in the results in intercultural competencies. For example, we can observe a significant increase in the recognition of cultural symbols, traditions and behavior patterns. This also demonstrated the students' openness to cultural differences and allowed them to explore other cultures in more depth. It was demonstrated that students' intercultural competencies can be successfully improved over a period of time by integrating multimedia tools and systematic intercultural tasks.

CONCLUSION. As a result of the research, students were able to demonstrate their cultural knowledge, which showed that they understood common cultural values, beliefs and at the same time those of others. They were able to understand common and intercultural differences and similarities. Culture and cultural context are very important in interpreting the essence of the content. Students were able to distinguish the specific aspects of cultures. They reached the stage of being able to evaluate socio-cultural phenomena and their content without excluding various worldviews. In addition, they were able to consciously approach the imbalances that may sometimes occur, understanding the main intercultural specificities. They especially understood how to adjust their views and engage in the exchange of ideas, adapting them to cultural dimensions in the process of communication and interaction. As a result, students were able to play the role of effective intercultural mediators.

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ENHANCING STUDENTS' SPEAKING PROFICIENCY THROUGH LITERATURE INSTRUCTION

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Abstract: *this article explores the efficacy of literature instruction in enhancing students' speaking proficiency. Recognizing the crucial role of effective oral communication in academic, professional, and*

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social contexts, the study addresses challenges students face in developing speaking skills, including limited exposure to authentic language and a lack of engaging practice opportunities. The central argument posits that literature provides a rich and authentic linguistic environment conducive to improved speaking abilities. Through a literature review, this paper demonstrates how literature-based activities, such as discussions, debates, role-playing, creative writing, and oral performance, can facilitate fluency, vocabulary acquisition, pronunciation development, and overall communicative competence. By integrating literature instruction into language classrooms, educators can offer students meaningful opportunities to practice and refine their speaking skills, leading to increased confidence and proficiency in oral communication. This article concludes by discussing the implications of these findings and suggesting directions for future research.

Keywords: *Literature Instruction, Language Learning, Authentic Materials, Speaking Proficiency*

Introduction

The ability to communicate effectively through spoken language is a fundamental skill in the 21st century, crucial for academic success, career opportunities, and active social participation [Richards, 2008:34]. Speaking proficiency encompasses not only grammatical accuracy but also fluency, vocabulary, pronunciation, and the ability to adapt to different communicative contexts [Brown, 2007:18]. Despite its importance, many students struggle to develop adequate speaking skills, often facing challenges such as anxiety, limited exposure to authentic language, and a lack of opportunities for meaningful practice [Woodrow, 2006:315]. This article argues that literature instruction, when strategically implemented, can significantly enhance students' speaking proficiency by providing rich and authentic language input, fostering critical thinking, and offering opportunities for creative expression and collaborative interaction.

Literature as Authentic Input for Speaking

Authentic materials, defined as texts and resources created for real-world communication purposes, are invaluable for language learning [Gilmore, 2007:104]. Literature, encompassing novels, short stories, poems, and plays, provides a wealth of authentic language input that is

often more engaging and culturally rich than traditional textbook materials [Lazar, 1993:78]. Through literature, students are exposed to diverse vocabulary, idiomatic expressions, grammatical structures, and discourse patterns used in various contexts. Literature serves as a powerful tool for language learners, offering a rich tapestry of authentic language use that goes beyond the confines of traditional textbook materials. By engaging with literary works, students are immersed in real-world language contexts, encountering a diverse range of vocabulary, idiomatic expressions, and grammatical structures that reflect natural communication. This exposure not only enhances their linguistic competence but also deepens their cultural understanding and critical thinking skills. For instance, a novel like “To Kill a Mockingbird” by Harper Lee offers insights into American English, social issues, and narrative styles. Similarly, poetry exposes students to rhythm, rhyme, and figurative language, expanding their linguistic repertoire.

Moreover, the versatility of literature as a language-learning resource extends across various genres and forms. Poetry, for instance, offers a unique opportunity for students to engage with language on a more abstract and creative level. Through the study of poetic devices such as metaphor, alliteration, and rhythm, learners can develop a more nuanced appreciation for the musicality and expressiveness of the target language. Short stories, plays, and other literary forms each contribute their distinct benefits to language acquisition, from concise narrative structures to dialogue-rich texts that mimic real-life conversations. This diversity ensures that literature can cater to different learning styles and interests, making it an adaptable and engaging tool for developing speaking skills in a language classroom.

The Role of Discussion and Interpretation

Meaningful discussion and critical interpretation of literary texts are essential for promoting active engagement and developing speaking skills [Ur, 1996:58]. By encouraging students to share their perspectives, analyze characters, and debate themes, teachers can create a dynamic learning environment that fosters fluency, accuracy, and confidence. Activities such as debates on ethical dilemmas in novels, role-playing scenes from plays, and presentations on literary analysis can provide structured opportunities for students to practice speaking in

a meaningful context. These activities enhance specific speaking skills, including fluency through spontaneous interaction, vocabulary acquisition through encountering new words in context, and pronunciation through practicing intonation and stress patterns.

Moreover, the versatility of literature as a language-learning resource extends across various genres and forms, each offering unique benefits to the learner. Poetry, for instance, presents a distinctive opportunity for students to engage with language on a more abstract and creative level. Through the study of poetic devices such as metaphor, alliteration, rhythm, and rhyme, learners can develop a more nuanced appreciation for the musicality and expressiveness of the target language. This engagement with poetry can enhance phonological awareness, improve pronunciation, and foster a deeper understanding of the emotional and aesthetic dimensions of language use. Short stories, with their concise narrative structures and focused themes, provide an excellent medium for learners to grasp complete plot arcs and character development within a manageable scope. This format allows for repeated reading and analysis, facilitating a deeper understanding of narrative techniques and language patterns. Plays, on the other hand, offer dialogue-rich texts that closely mimic real-life conversations, making them invaluable for developing speaking and listening skills. The performative aspect of drama can also boost learners' confidence in using the language expressively and improve their understanding of non-verbal communication cues. The diversity of literary forms ensures that literature can cater to different learning styles, interests, and proficiency levels, making it an exceptionally adaptable and engaging tool for developing various language skills. For visual learners, graphic novels combine textual and visual elements, offering a unique way to associate language with imagery. For auditory learners, audiobooks and poetry readings provide opportunities to hear native speakers' pronunciation, intonation, and rhythm. Furthermore, literature's role in language learning extends beyond mere linguistic acquisition. It serves as a gateway to understanding different cultures, historical periods, and social issues. This cultural immersion is crucial for developing intercultural competence, a key component of effective language use in global contexts. By engaging with literature from various cultures and periods, learners gain insights into diverse

worldviews, customs, and social norms, enhancing their ability to communicate effectively across cultural boundaries. The cognitive benefits of using literature in language learning are also significant. Analyzing literary texts encourages critical thinking, interpretation, and the ability to infer meaning from context. These skills are transferable to real-life language use situations where understanding subtext, tone, and implied meanings is crucial. Additionally, the emotional engagement fostered by compelling narratives and characters can increase motivation and retention, making the language learning process more enjoyable and effective.

In conclusion, the integration of literature into language learning curricula offers a comprehensive approach to language acquisition that goes beyond mere vocabulary and grammar. It provides a holistic learning experience that encompasses linguistic, cultural, cognitive, and emotional dimensions, preparing learners not just to speak a language, but to truly inhabit it. As such, literature remains an indispensable resource in the toolkit of language educators and learners alike, offering endless possibilities for exploration, growth, and linguistic mastery.

Conclusion

In conclusion, literature instruction offers a powerful and versatile approach to enhancing students' speaking proficiency. By providing authentic language input, fostering critical thinking, and encouraging creative expression, literature-based activities can effectively address the challenges that students face in developing their speaking skills. The implications of this approach are significant for language teachers, suggesting the need for integrating literature more strategically into speaking instruction. Future research could explore the effectiveness of specific literary genres or activities in developing different aspects of speaking proficiency, as well as the role of teacher training in implementing literature-based approaches. By embracing literature as a valuable resource, educators can empower students to become confident and effective speakers in a globalized world.

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ORGANIZATION AND CONDUCT OF PEDAGOGICAL EXPERIMENTS IN THE TEACHING OF AUTHENTIC TEXTS IN ENGLISH LESSONS FOR NON-PHILOLOGICAL STUDENTS

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Abstract: This article explores the organization and implementation of pedagogical experiments aimed at enhancing the teaching of authentic English texts in non-philological education settings. As globalization and intercultural communication become increasingly important, the ability to comprehend and engage with authentic materials, such as original literary works, news articles, and multimedia content, is crucial for students in non-language-focused disciplines. The study examines various experimental methodologies designed to improve students' language proficiency, critical thinking, and cultural awareness through the analysis of authentic texts. The article discusses key strategies, including task-based learning, collaborative reading activities, and the integration of real-world materials into the curriculum. It also evaluates the effectiveness of these pedagogical approaches in fostering better comprehension and retention of English language skills among non-philological students. The findings suggest that well-structured pedagogical experiments can significantly enhance students' engagement with authentic texts,

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making language learning more relevant and applicable to their professional and personal lives.

Key words: *Pedagogical experiments, authentic texts, English language teaching, non-philological education, language proficiency, task-based learning, cultural awareness, critical thinking, text comprehension, curriculum integration.*

In the process of teaching English, the role and significance of authentic texts have become an integral part of modern educational methods. Authentic texts, which are materials taken from real life and used in everyday communication, provide students with a lively and genuine experience in language learning. Such texts help students not only in learning the language but also in developing various other skills. Specifically, authentic texts illuminate real-life communication processes and culture, which enhances the effectiveness of the teaching process. Improving the use of authentic texts in English teaching for non-philological students not only develops language skills but also provides an opportunity to equip students with knowledge in cultural and historical contexts. In this case, students learn how to use the language not only based on grammar and vocabulary but also in specific historical or cultural situations.

Studies show that authentic texts are considered more interesting and effective learning materials for students because they provide knowledge related to the real world. Using texts from real life, students develop skills in using language in specific social, cultural, and historical contexts. At the same time, authentic texts contribute to the development of new approaches to language teaching, including communicative and pragmatic approaches. Through this method, students learn the language in practice, i.e., through concrete situations. Authentic texts not only teach students new words and phrases but also develop their critical thinking and analytical skills. For example, through historical texts, students not only understand events but also acquire an analytical approach to these events.

The methods and approaches used in teaching authentic texts, especially for history students, make the language learning process more effective and meaningful. Reading authentic texts in a historical context provides students not only with the language but also with the

opportunity to understand and appreciate their historical heritage. In this way, authentic texts shape students' deeper understanding of historical figures, events, and cultural values. Thus, by reading historical texts, students learn not only the language but also how to analyze historical facts and events. Authentic texts help students develop not only language skills but also cultural literacy and historical thinking. From this perspective, the methodology used in teaching authentic texts is not only aimed at teaching the language but also at developing students' overall worldview and cognitive skills. Working with authentic texts helps students develop communicative competence, pragmatic competence, critical thinking, and cultural and historical literacy. This methodology serves to teach students more actively, independently, and effectively, as authentic texts are directly connected to the real world and increase students' motivation to learn. Authentic texts play a crucial role not only in language acquisition but also in developing students' historical, cultural, and communicative competencies. Additionally, the methodology of teaching authentic texts helps students develop the skills to use the language in real-world contexts. In this sense, the practical goal of this research is to improve English language classes for non-philological students by working with authentic texts and enhancing their language skills.

The goal of the experiment is to identify the effective methods and approaches to be applied in the process of teaching authentic texts, as well as to select materials that will contribute to the development of language competencies relevant to history students. Achieving this goal requires selecting authentic texts and developing new methods based on them, taking into account the students' language level and historical context. Furthermore, the goal is to update methodological approaches aimed at developing students' communicative, pragmatic, and cultural literacy skills. During the experiment, modern technologies, interactive methods, group work, and individual analysis methods were used to create comfortable conditions for students and activate them in the process of learning authentic texts. This approach aims not only to help students acquire grammar and vocabulary but also to provide them with the opportunity to gain historical and cultural knowledge. The methodological approaches are focused on helping students not only use the language correctly but also understand historical thinking and

cultural heritage. At the same time, students were encouraged to be active, express their opinions, and analyze historical texts. History students, through authentic texts, will also have the opportunity to expand their lexical resources relevant to their field.

In the process of organizing the experimental research, the tasks and goals that needed to be addressed in developing the use of authentic texts in English language classes for history students were clearly defined. Specific experimental areas were designated for the experiment. These areas involved second-year history students from Gulistan State University, Urgench State University, and Chirchik State Pedagogical University. Students from these higher education institutions were divided into control and experimental groups. The experimental research consisted of diagnostic (identifying), formative, and summative stages.

The analysis of scientific literature during the research process showed that the use of authentic texts and materials significantly enhances the development of communicative and pragmatic competencies, language skills, cultural literacy, and critical thinking in history students. In general, to achieve the goals and objectives set at the beginning of the research, we accomplished this by studying the pedagogical potential of English language teaching and the necessary pedagogical conditions. This approach led to the improvement of the application of authentic texts in English language classes for non-philological students, which contributed to the development of their language skills, critical thinking, communicative and pragmatic competencies, and cultural literacy. These efforts resulted in positive outcomes and success in fulfilling these objectives.

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TARJIMA QILISH JARAYONIDA TARJIMONDAN TALAB QILINADIGAN BADIY TARJIMA USULLARI

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Annotatsiya. Mazkur maqola tarjimashunoslikdagi tarjimondan talab qilinadigan badiiy tarjima usullari tadqiqiga bag'ishlangan. Shuningdek, tarjimada uchraydigan so'zlar ekvivalentidan foydalanish, so'zma-so'z tarjima, mazmuniy tarjima, kontekstual

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tarjima, sinonim tarjima, ekvivalentiya (muqobil ekvivalent tanlash) tarjimalari tahlilini amalga oshirilgan.

Kalit soʻz. Ekvivalentlik, umumlashtirish, transliteratsiya va adaptatsiya.

Badiiy tarjima (traduction littéraire) – bu sanʼat va mahorat talab qiluvchi jarayon boʻlib, unda tarjimon (traducteur) matnning nafaqat mazmunini (contenu), balki uning badiiy qiymatini (valeur artistique), uslubini (style) va hissiy rang-barangligini (nuances émotives) ham saqlab qolishi lozim. Ushbu jarayonda tarjimon turli usullardan (méthodes) foydalanadi, ular orasida ekvivalentlik (équivalence), umumlashtirish (généralisation), transliteratsiya (translittération) va adaptatsiya (adaptation) kabi usullari mavjud.

Turobidinova Mohigul Akromjonovna fikriga koʻra, badiiy tarjimada milliy-madaniy soʻzlarni tarjima qilishda kalka, transliteratsiya va transkripsiya kabi usullarning ahamiyatini taʼkidlaydi. Shuningdek, Choriyeva Shaxnoza badiiy tarjimada madaniy alomatlarining uzatilishi, hissiy rang-baranglikni saqlash va stilistik moslikni taʼminlash muammolarini tahlil qiladi.

Quyidagi badiiy tarjima usullarini koʻrib chiqamiz:

1. Ekvivalentlik (équivalence).

1. *Antuan de sent-ekzyuperi- “Le Petit Prince* (kichkina shahzoda)” asari misolida tahlil qilamiz.

Bu usulda tarjimon asl matndagi ibora yoki soʻzning tarjima tilidagi eng yaqin maʼnodoshini topadi.

Misollar:

Fransuz yozuvchisi Antuan de Sent-Ekzyuperining *Le Petit Prince* (Kichkina Shahzoda) asarida:

Asl matn (fransuzcha):

“On ne voit bien qu’avec le cœur. L’essentiel est invisible pour les yeux.”

Oʻzbekcha tarjima ():

“Inson faqat yurak bilan yaxshi koʻra oladi. Eng muhim narsalar koʻzga koʻrinmaydi.”

Izoh: Bu yerda “L’essentiel est invisible pour les yeux” iborasi bevosita “Muhim narsa koʻzlar uchun koʻrinmas” deb tarjima qilinishi

mumkin edi. Biroq, tarjimon ekvivalentlik usulidan foydalanib, iborani tushunarliroq shaklda bergan.

Asl matn (fransuzcha):

“Les grandes personnes ne comprennent jamais rien toutes seules, et c’est fatigant, pour les enfants, de toujours leur donner des explications.”

O‘zbekcha ekvivalent tarjima (:

“Katta odamlar hech narsani o‘zlari tushunishmaydi. Doim ularga tushuntirish kerak bo‘lishi bolalar uchun juda mashaqqatli.”

Izoh: Bu yerda “grandes personnes” iborasi so‘zma-so‘z “katta kishilar” deb tarjima qilinishi mumkin edi, ammo “katta odamlar” shaklida berish tabiiyroq. “Fatigant” so‘zi “charchatadi” deb tarjima qilinishi mumkin, ammo bu kontekstda “mashaqqatli” deb berish ekvivalent hisoblanadi.

2. *Gyustav Flober – Madame Bovary (Madam Bovari)*

Asl matn (fransuzcha):

“Le bonheur n’est pas chose aisée. Il est très difficile de le trouver en nous, et impossible de le trouver ailleurs.”

O‘zbekcha ekvivalent tarjima:

“Baxt oson topiladigan narsa emas. Uni o‘z ichimizdan topish qiyin, boshqa joydan esa topib bo‘lmaydi.”

Izoh: “Le bonheur” – “baxt” deb tabiiy ekvivalent bilan berilgan. “Chose aisée” so‘zma-so‘z “oson narsa” bo‘lsa-da, “oson topiladigan narsa” shaklida tarjima tabiiyroq chiqadi.

3. *Viktor Gyugo – Les Misérables (Qashshoqlar)*

Asl matn (fransuzcha):

“Même la nuit la plus sombre prendra fin et le soleil se lèvera.”

O‘zbekcha ekvivalent tarjima:

“Eng qorong‘u tun ham tugaydi, quyosh baribir chiqadi.”

Izoh: Bu ibora shunchaki kun va tun haqida emas, balki umid va sabr haqida gapiradi. “Le soleil se lèvera” (“quyosh chiqadi”) iborasini ekvivalent ravishda “baribir chiqadi” shaklida berish, ma’noni yanada kuchaytirgan.

Ya’ni buni o‘zbek maqoli timsolida tahlil qilamiz. “Har qiyinchilikning bir yengili bor.” Bu maqolda tuning ortidan quyosh kelishi anib bo‘lgani kabi, qiyinchilik ortidan yengilik va yaxshilik kelishini anglatadi. Yuqorida tahlil qilgan maqolar insonlarni sabr-

toqatli bo'lishga ,har qanday qiyinchilikdan keyin yaxshilik kelishiga ishonishga undaydi.

2. Umumlashtirish (généralisation)

Maxsus yoki aniq tushunchalarni umumiyroq ifodalar bilan almashtirish usuli.

Misol:

Viktor Gyugoning Les Misérables (Qashshoqlar) asarida:

Asl matn (fransuzcha):

“Il mangeait un morceau de camembert.”

Soʻzma-soʻz tarjima:

“U bir boʻlak kamambert pishlogʻini yeb oʻtirardi.”

Umumlashtirilgan tarjima:

“U pishloq yeb oʻtirardi.”

Kamambert — fransuz oshxonasiga xos pishloq turi, lekin agar oʻquvchi uni bilmasa, umumiy “pishloq” soʻzi bilan almashtirilishi mumkin.

Gi de Mopassan – Bel-Ami (Azizim) asarida:

Asl matn (fransuzcha):

“Il s’habillait avec élégance et portait des bottines vernies.”

Soʻzma-soʻz tarjima:

“U oʻzini nafis kiyinardi va laklangan etiklar kiyib yurardi.”

Umumlashtirilgan tarjima:

“U oʻzini nafis kiyinardi va porloq poyabzallar kiyib yurardi.”

Izoh: “Bottines vernies” – bu maxsus turdagi laklangan etiklar. Agar oʻquvchi bu turdagi poyabzalni bilmasa, “porloq poyabzal” deb umumlashtirish matnni tushunishni osonlashtiradi.

Antuan de Sent-Ekzyuperi – Le Petit Prince (Kichik shahzoda) asarida:

Asl matn (fransuzcha):

“Il but une gorgée de vin.”

Soʻzma-soʻz tarjima:

“U bir qultum vino ichdi.”

Umumlashtirilgan tarjima:

“U bir qultum ichimlik ichdi.”

Izoh: “Vin” – bu vino, lekin ba’zi madaniyatlarda spirtli ichimliklar iste’mol qilinmasligi mumkin. Shuning uchun, “ichimlik” deb umumlashtirish matnni kengroq auditoriya uchun moslashtiradi.

O’quvchiga notanish bo’lgan so’zlarni izohini berish orqali asarni mazmunini tushinishini oshiramiz.

3. Transliteratsiya (translittération)

Asl matndagi so’z yoki iboralarni tarjima tilida yozilishi va talaffuziga mos ravishda berish usuli.

Misol:

Onore de Balzakning Le Père Goriot (Gorio ota) asarida ba’zi ismlar transliteratsiya qilingan:

Asl matn (fransuzcha):

“Eugène de Rastignac”

O’zbekcha transliteratsiya:

“Ejen de Rastingak”

Biroq, ba’zan transliteratsiya o’rniga nomning tarjima tilida ishlatiladigan shakli beriladi. Masalan, Aleksandr Dyumaning *Les Trois Mousquetaires* (Uch mushketyor) asarida:

Asl matn:

“D’Artagnan”

O’zbekcha transliteratsiya:

“Dartanyan”

Gustav Floberning Madame Bovary (Bovari xonim) asaridagi ismlar:

Asl matn (fransuzcha): “Charles Bovary”

O’zbekcha transliteratsiya: “Sharl Bovari”

Izoh: “Charles” ismi fransuz tilida “Sharl” deb talaffuz qilinadi, shuning uchun o’zbek tilida ham shu tarzda yoziladi.

Jorj Sanning La Mare au Diable (Shayton ko’li) asaridagi ismlar:

Asl matn (fransuzcha): “Germain”

O’zbekcha transliteratsiya: “Jermen”

Izoh: “Germain” ismi fransuz tilida “Jermen” deb talaffuz qilinadi, bu esa o’zbek tilida shunday yoziladi.

Stendalning Le Rouge et le Noir (Qizil va Qora) asaridagi ismlar:

Asl matn (fransuzcha): “Julien Sorel”

O’zbekcha transliteratsiya: “Jülyen Sorel”

Izoh: “Julien” ismi fransuz tilida “Jülyen” deb talaffuz qilinadi, shuning uchun o‘zbek tilida ham shu tarzda yoziladi.

Emil Zolyaning Germinal asaridagi ismlar:

Asl matn (fransuzcha): “Étienne Lantier”

O‘zbekcha transliteratsiya: “Etyen Lantye”

Izoh: “Étienne” ismi fransuz tilida “Etyen” deb talaffuz qilinadi, bu esa o‘zbek tilida shunday yoziladi.

Marsel Prustning À la recherche du temps perdu (Yo‘qotilgan vaqtni izlab) asaridagi ismlar:

Asl matn (fransuzcha): “Marcel”

O‘zbekcha transliteratsiya: “Marsel”

Izoh: “Marcel” ismi fransuz tilida “Marsel” deb talaffuz qilinadi, shuning uchun o‘zbek tilida ham shu tarzda yoziladi.

Ushbu misollar transliteratsiya jarayonida ismlarning asl talaffuzi va yozilishini saqlab qolish muhimligini ko‘rsatadi. Bu usul o‘quvchilarga asardagi ismlarni to‘g‘ri talaffuz qilish va ularni matnda to‘g‘ri anglash imkonini beradi.

4. Adaptatsiya (adaptation)

Matnni tarjima qilinayotgan til madaniyati va urf-odatlariga moslashtirish usuli.

Misol:

Molyerning Le Malade Imaginaire (Tasavvur kasali) asarida:

Asl matn (fransuzcha):

“Monsieur Purgon lui a prescrit une saignée et un lavement.”

So‘zma-so‘z tarjima:

“Janob Purgon unga qon olish va klizma tayinladi.”

Adaptatsiya qilingan tarjima:

“Janob Purgon unga tibbiy muolaja yozib berdi.”

Bu yerda klizma va qon olish kabi muolajalar o‘zbek o‘quvchilari uchun begona bo‘lishi mumkinligi sababli, tarjimon ularni umumiyroq tushuncha bilan almashtirgan.

Onore de Balzak – Le Père Goriot (Gorio ota)

Asl matn (fransuzcha):

“Vautrin mangeait un bœuf à la mode avec un verre de Bordeaux.”

So‘zma-so‘z tarjima (o‘zbekcha):

“Votren bir stakan Bordo sharobi bilan hokiz go‘шти yeb o‘tirardi.”

Adaptatsiya qilingan tarjima:

“Votren bir stakan ichimlik bilan go’sht taomidan tanovul qilardi.”

Izoh:

Fransuz oshxonasiga xos “bœuf à la mode” maxsus usulda tayyorlangan mol go’shti taomi va “Bordeaux” esa mashhur vino turi. O‘zbek o‘quvchilari uchun tushunarli bo‘lishi uchun ular “go’sht taomi” va “ichimlik” bilan almashtirilgan.

Gi de Mopassan – Bel Ami (Azizim)

Asl matn (fransuzcha):

“Il fuma un cigare après le diner.

So‘zma-so‘z tarjima (o‘zbekcha):

“U kechki ovqatdan keyin sigara chekdi.”

Adaptatsiya qilingan tarjima:

“U kechki ovqatdan keyin dam oldi.”

Izoh:

Ba’zi madaniyatlarda chekish salbiy qaralishi mumkinligi sababli, o‘zbek o‘quvchilari uchun bu jumla yumshoqroq ifoda bilan almashtirilgan.

Adaptatsiya tarjima jarayonida muhim usul bo‘lib, u asar o‘quvchining madaniyatiga moslashtirishga yordam beradi. Bu usul o‘quvchiga begona tushubchalarni o‘ziga yaqinroq ko‘rinishda taqdim etishorqali asarning tushunarli bo‘lishini ta’minlaydi.

Foydalanilgan adabiyotlar

1. Molyer – Le Malade Imaginaire (Tasavvur kasali), 1673, Fransiya.
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3. Aleksandr Dyuma – Les Trois Mousquetaires (Uch mushketyor), 1844, Fransiya.
4. Gi de Mopassan – Bel Ami (Sevimli yigit), 1885, Fransiya.
5. Viktor Gyugo – Les Misérables (Qashshoqlar), 1862, Fransiya.
6. Stendal – Le Rouge et le Noir (Qizil va Qora), 1830, Fransiya.
7. Emil Zolya – Germinal, 1885, Fransiya.
8. Gustav Flober – Madame Bovary (Bovari xonim), 1857, Fransiya.
9. Jorj Sand – La Mare au Diable (Shayton ko‘li), 1846, Fransiya.
10. Marsel Prust – À la recherche du temps perdu (Yo‘qotilgan vaqtni izlab), 1913-1927, Fransiya

ROLE OF MODERN INFORMATION TECHNOLOGIES IN FOREIGN LANGUAGE TEACHING

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Abstract: *The purpose of this article is to examine the experience of using modern information technologies in the process of teaching a foreign language to students in a non-linguistic university. The author argues that the use of information technology is a crucial part of the learning process and that it is relevant to the practice of teaching a foreign language in a non-linguistic institution.*

Results. *The benefits and drawbacks of contemporary computer technologies are described. It describes the experience of teaching foreign languages to pupils in a nonlinguistic institution using computer technologies. It is noted that the use of contemporary technology in the process of learning a foreign language facilitates learning and gives pupils a comfortable setting. They assist pupils in overcoming their psychological issues and linguistic obstacle. Multimedia resources allow for continual foreign language learning that goes beyond the confines of a hands-on course. The most recent advancements in information technology create a distinctive chance to gather a broader informative foundation on the topic of "Foreign Language," while also allowing for the exploration of students' creative potential, which enhances the process of learning foreign languages to be more interactive, enjoyable, and effective.*

Keywords: *foreign language, IT skills, multimedia materials, non-language-based higher education institution, communication skills, self-directed study.*

Introduction.

The 21st century is marked by informatization, which inevitably influences the traditional methods of teaching foreign languages. Our goal is to learn how to effectively and accurately integrate modern information technologies into the educational process at the university level. In recent years, there has been a growing emphasis on the

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application of contemporary technologies for teaching foreign languages in higher education institutions. This encompasses not only new technical tools but also innovative teaching methods, forms, and a refreshed approach to the learning experience. In contemporary educational practices, a range of teaching technologies is employed, which significantly enhances students' engagement with the subject.

Additionally, this leads to improvements in academic achievement and the overall level of intellectual culture. One of the primary objectives of this research is to establish an environment conducive to practical language acquisition for every student. It aims to select teaching methods that enable each student to demonstrate their engagement and creativity while also stimulating their cognitive activity during the process of learning foreign languages. Contemporary pedagogical technologies, including cooperative training, project-based methodologies, and the integration of new information and communication technologies along with internet resources, facilitate a learner-centered approach to education. This approach allows for the individualization and differentiation of instruction, taking into consideration the unique abilities, educational levels, and interests of each child.

The findings of the research and their subsequent analysis reveal significant insights. In pursuit of the research objectives, it was determined that the integration of information technologies by foreign language educators facilitates students' engagement in creative activities. These activities encompass a range of skills, including the ability to question, explain, study, describe, compare, analyze, evaluate, articulate opinions and judgments, substantiate arguments, conduct independent information searches, navigate English texts, and compose concise messages on specified topics.

Such competencies enable students to apply their acquired knowledge and skills in practical contexts and everyday interactions, facilitating communication with individuals from other countries. Additionally, they can access information from foreign sources for educational purposes, broaden their career prospects, explore global cultural values, and introduce representatives of foreign nations to Russia's culture and achievements. The incorporation of information

technology in educational settings fosters students' ability to engage with diverse information critically, enhances logical thinking, enriches lessons with information and emotional depth, stimulates interest in the subject matter, and activates their creative potential in relation to their environment.

Furthermore, the application of computer and information technologies during the second and third levels of training equips students to better prepare for final English certification in alignment with state standards. Throughout the training process, students not only reinforce their previously acquired knowledge but also expand their vocabulary, focusing on practical language use in standard situations, which includes monologue expressions with reasoning elements and dialogical exchanges of perspectives.

Currently, a variety of organizational methods for the educational process are being employed. Information technologies serve as both a medium for delivering content and a mechanism for assessment, ensuring high-quality material provision while utilizing diverse communication channels, including text, audio, graphics, and tactile interfaces. This multifaceted approach enhances student motivation and cultivates their communicative competence.

In foreign language classes, the integration of computers facilitates a learner-centered approach, allowing for the individualization and differentiation of instruction. This not only boosts student engagement but also motivates learners, accelerates the educational process, promotes healthy self-esteem, and creates a supportive learning atmosphere. A broad array of computer programs is available for use in foreign language instruction, including educational programs designed to impart specific knowledge, skills, and habits; training programs aimed at reinforcing knowledge and skills; assessment programs for evaluating and correcting understanding; and game-based programs that foster intellectual growth.

Through the application of information technologies, various objectives and tasks can be effectively achieved:

1. In the context of phonetics instruction:

- a. the development of skills for accurate pronunciation and auditory discrimination, alongside the enhancement of listening and pronunciation abilities in relation to new linguistic content;

- b. the cultivation of auditory, pronunciation, and intonation skills.
- 2. In grammar instruction:
 - a. the broadening of grammatical resources, the acquisition of new grammatical concepts, and their application in speech;
 - b. (for secondary school students), effective mastery of specific grammatical concepts, such as the identification and utilization of various sentence types and structures (for middle school students).
- 3. In vocabulary development:
 - a. the organization of lexical items, the enlargement of the vocabulary base, and the enhancement of skills for recognizing and employing lexical items in speech;
 - b. the development of lexical skills in reading, listening, and productive writing.
- 4. In reading instruction:
 - a. the comprehension of authentic texts across various styles (advertising, literary, non-fiction), employing fundamental reading methods: detailed, skimming, and scanning;
 - b. the development of the ability to independently navigate language challenges, supported by reference and informational resources, including language databases (electronic encyclopedias, automated dictionaries).

The integration of computer programs allows for a transition from reproductive tasks to creative endeavors, enriching the learning experience, fostering associative and emotional memory, and enhancing audiovisual perception. The use of parallel texts in Russian and English aids in the subconscious establishment of connections between words. Engaging with audio materials facilitates and accelerates comprehension, contributes to the improvement of English proficiency, and promotes accurate intonation in the English language. The integration of information technologies significantly enhances the execution of collaborative work, enabling the planning of creative endeavors and fostering active, purposeful communication both within the group and with external entities. It offers avenues for organizing collective creativity through Web 2.0 technologies, facilitates information retrieval from open networks during project creation and individual task preparation, and aids in the compilation of reports regarding completed work or events.

Multimedia presents substantial opportunities for teaching foreign languages to students. Its defining characteristic is a high density of information, incorporating a comprehensive array of effective learning elements—namely, a blend of text, visual aids, and audio resources. This multimodal approach engages multiple information channels, allowing each student to utilize the most effective methods for information retention. Consequently, the application of information technology in educational settings yields enduring results, primarily by harnessing the creative potential of students. This approach cultivates a successful learning environment and enhances motivation in the educational process. The pedagogical journey is characterized by collaboration between the teacher and the student, where the educator assists in navigating challenges, provides explanations, demonstrations, reminders, guidance, advice, and encouragement. This supportive interaction fosters confidence and interest, inspires joy in communication, and aids in the development and enhancement of learning. The outcomes of this educational endeavor are realized through the strategic combination of innovative tools and teaching methodologies, which optimize cognitive engagement, encourage problem-solving, and promote student independence.

Information and computer technologies serve as tools for enhancing creative potential and elevating the quality of knowledge acquisition in foreign language learning. These technologies are particularly beneficial for educators who are eager to embrace new methodologies. They appeal to those who are committed to advancing their professional skills and are concerned about how well contemporary teachers in Russian high schools align with the demands of the future.

I have incorporated information technologies into my teaching for several years, and my students have consistently expressed their appreciation for these lessons. At the Volga Region State Academy of Physical Culture, Sport and Tourism, Moodle is utilized as the primary e-learning platform. The author is actively engaged in developing and refining electronic courses, as well as modernizing the systems for their organization and assessment.

Our experience with Moodle indicates that it is an open-source learning environment that competes effectively with leading global

systems in the distance education market. An international team of developers has been enhancing the platform for over a decade under the auspices of the Moodle Foundation in Australia. This extensive development has resulted in Moodle's rich functionality, adaptability, reliability, and user-friendliness. The platform is widely recognized worldwide, boasting over 60,000 installations across more than 100 countries and being available in numerous languages. Moodle is highly scalable, with some installations accommodating up to a million users. The Moodle distance education system is designed to facilitate the creation and delivery of high-quality online courses, characterized by the integration of all resources into a cohesive unit.

In the system, users have the capability to create and store electronic learning materials while also defining the order in which these materials are to be studied. Since access to Moodle is facilitated through the Internet or other networks, students are not confined to a specific location or time; they can progress through the content at their own pace from anywhere in the world.

The electronic format enables the inclusion of various resources beyond traditional text, such as interactive materials ranging from Wikipedia articles to YouTube videos. All course materials are securely stored within the system and can be organized using shortcuts, tags, and hypertext links.

Moodle emphasizes collaborative learning, providing numerous tools for joint educational endeavors, including wikis, glossaries, blogs, forums, and workshops. Instruction can occur asynchronously, allowing each student to engage with the material at their own speed, or in real-time through online lectures and seminars. The system facilitates file sharing in various formats, enabling communication between teachers and students, as well as among students themselves. The teacher remains accessible to students throughout the learning process.

The extensive communication options available are one of Moodle's most significant advantages. Forums allow for group discussions, message evaluations, and the attachment of files in multiple formats. Personal messages and comments enable students to address specific issues directly with the teacher, while chat features facilitate real-time discussions. Newsletters provide timely updates to

all course participants or specific groups regarding current events, eliminating the need for individual notifications about new assignments, as the group receives automatic alerts.

The quality of education is closely monitored. Moodle maintains a portfolio for each student, documenting all submitted work, teacher evaluations, and forum messages. It also tracks student engagement, including attendance and the duration of their online academic activities.

As a consequence, the educator utilizes his time more productively. He is able to gather data on the students, including who accessed specific materials, the homework completed, and the test scores achieved. This enables the instructor to assess students' comprehension of the subject matter and, based on this assessment, provide additional resources for further study.

It is also significant to note that the functionalities offered by Moodle can be categorized according to user roles:

1. Students have the flexibility to learn at any time and from any location, allowing them to progress at their own pace, which facilitates a deeper engagement with topics of interest and enhances knowledge retention.

2. Instructors can keep course content current, adjust the sequence and methods of material delivery based on group performance, and dedicate more time to creative endeavors and professional development, as routine tasks can be delegated to the system. They can also maintain feedback channels with students, even post-graduation.

3. Administrators effectively manage the workload of educators, analyze training outcomes, and lower the costs associated with overseeing the educational process.

In conclusion, it is important to highlight that Moodle provides solutions for a wide range of challenges related to managing the educational process. The integration of information technology in foreign language instruction addresses various contemporary issues, such as facilitating communication-oriented learning, creating an immersive educational environment, engaging all students in the communication process during lessons (by tapping into their interests and working with relevant information), enhancing the teacher's role, and actively participating in the adaptation of training content while

selecting the most effective methods for information delivery. Therefore, the exploration of innovative teaching methods, particularly through multimedia technologies, is currently a focal point in foreign language education. These modern techniques

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“RESILIENCE AND HARDSHIP: FARMERS IN ERSKINE CALDWELL’S TOBACCO ROAD”

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Annotation. *This article explores the depiction of farmers in Erskine Caldwell’s “Tobacco Road”, emphasizing their financial struggles, resistance to change, and the impact of industrialization.*

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Unlike idealized portrayals of rural life, Caldwell presents a stark and often unsettling perspective on tenant farming. The novel highlights how economic hardships and the Great Depression deepened poverty in agricultural communities. Key themes such as generational conflict, adaptation challenges, and social neglect provide insight into the novel's broader critique of rural hardship.

Keywords: Tenant farming, rural poverty, Tobacco Road, economic struggles, industrialization, social transformation, generational conflict

Introduction

Farming has long symbolized resilience and self-reliance, yet Caldwell's *Tobacco Road* challenges this perception by portraying tenant farmers as trapped in a cycle of poverty and stagnation. The novel critiques outdated agricultural methods and an unwillingness to embrace change, which further exacerbates hardship.

This article analyzes *Tobacco Road* through the lens of economic instability, generational perspectives on change, and industrialization's effects on rural communities. By situating the novel within its historical context, the research investigates Caldwell's portrayal of rural struggles and the systemic challenges faced by tenant farmers.

Methods

A qualitative literary analysis was conducted, examining *Tobacco Road*'s characters, themes, and socio-economic setting. Historical references were incorporated to contextualize the economic hardships of tenant farmers in the early 20th century. A comparative approach was also applied to assess similar portrayals of rural poverty in literature.

Results

Caldwell's novel highlights the vulnerability of tenant farmers to financial difficulties and their reluctance—or inability—to adapt. The protagonist, Jeeter Lester, clings to outdated agricultural practices despite changing economic realities, reinforcing the novel's themes of stagnation and hardship.

A central theme in the novel is the generational divide. While younger characters recognize the need for change, older figures like Jeeter remain bound to an unsustainable way of life. This mirrors broader societal struggles in transitioning from an agricultural to an

industrial economy. Women in the novel also endure significant hardship. Jeeter's wife, Ada, embodies silent endurance, while their daughter, Ellie May, represents the limited opportunities available to young women in poverty. These individual struggles illustrate the wider economic constraints faced by rural families. Beyond personal hardships, *Tobacco Road* critiques the structural forces sustaining rural poverty. The lack of land ownership opportunities and the disruptions of industrialization create an environment where mere survival becomes a challenge. The novel offers a sobering yet necessary exploration of the economic forces that marginalize tenant farmers.

Discussion

Caldwell dismantles the romanticized image of farming, revealing the harsh realities of economic dependence and systemic barriers. *Tobacco Road* illustrates how industrialization disrupted traditional agricultural livelihoods, leaving many rural families economically stranded. The novel's themes remain relevant today, as modern farmers continue to face challenges such as automation, land access, and sustainability. *Tobacco Road* serves as a reminder that poverty is not merely a result of individual failings but is deeply embedded in larger economic systems.

Conclusion

Caldwell's *Tobacco Road* presents a poignant examination of tenant farming, capturing both the resilience and limitations of individuals facing economic adversity. Jeeter Lester's failure to adapt serves as a cautionary tale about the necessity of change in evolving economies. By contextualizing the novel within its historical and literary significance, this study underscores its enduring relevance in discussions about rural poverty. Future research could explore contemporary depictions of farming communities to determine whether these themes of struggle and adaptation persist in modern literature.

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INGLIZ SUDLOV TERMINLARINING TARAQQIYOTI

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Annotatsiya. *Ingliz sudlov terminlarini o‘rganishda avvalo, o‘rganilayotgan xalq tarixiga nazar solish va tarixiy manbalarga murojaat etish talab etiladi. Ingliz tilda sudlov terminlarining paydo bo‘lishi, qo‘llanilishi yuzasidan manbalar tadqiq etilganda, tashqi omillarning ta’siri sezilarli ekanligini anglash mumkin. Ushbu maqolada sudlov terminologiyasida tashiq ta’sirlar va o‘zgarishlar yuzasidan fikr yuritilgan.*

Kalit so‘zlar: sud, qonun, advokat, himoya, aybdor, guvoh, jinoyat.

Ingliz tili sudlov terminlarining taraqqiyot bosqichlari uzoq o‘tmishga borib taqaladi. Ingliz tilshunosligida sudlov terminlarining shakllanishi albatta, ijtimoiy hayotning boshqa sohalari kabi tashqi ta’sir va ichki jarayonlarning davriy o‘zgarishi bilan bog‘liq holda kechgan. Xususan, tarixiy manbalarda milodiy 450 yillarda german qabilalarining Angliya hududlariga kirib kelgan va bu qabilalardan biri Anglo-saksonlarning ta’sirida eski ingliz tili shakllangan. Eski ingliz tilida yozilgan, Buyuk Alfred tomonidan nashr ettirilgan “Qonunlar kitobi” Anglo-sakson qabilasining urf-odatlar va qirol tomonidan joriy etilgan qonunlar to‘plami hisoblangan.[Vyšný, P., Puchovský, J. and

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Šošková, I, 2013:201]. Ushbu kitobda qonun va sudlovga oid dastlabki terminlar ingliz tilida paydo bo‘la boshlagan. Anglo-saksonlarlar davrida advokatlik tushunchasini, ya’ni kasbini tan olishmagan. Lekin hozirgi davr qonunchiligida, sudlov jarayonlarida faol ishlatilishiga va ehtiyoj mavjudligiga huquqiy jarayonlardan amin bo‘lamiz. O‘sha davr terminologiyasining ta’sirini hanuzgacha qo‘llaniladigan so‘zlardan anglash mumkin. Masalan, **bequeath** (vasiyat qilish), **goods** (mulk), **guilt** (ayb), **manslaughter** (qotillik), **murder** (qotillik), **oath** (qasam), **right** (huquq), **sheriff** (sherif), **steal** (o‘g‘irlash), **swear** (qasam ichish), **theft** (o‘g‘irlik), **thief** (o‘g‘ri), **ward** (homiylik), **witness** (guvoh) va **writ** (ruxsatnoma) kabi so‘zlardir[Anna Schneiderová, 2018:119]. Anglo-saksonlar davrida qo‘llanilgan ushbu sudlov terminlari zamonaviy ingliz sudlov terminologiyasi faolligini saqlab qolgan.

Anglo-saksonlar aholisi eski ingliz tili bilan birgalikda shu hududda majud bo‘lgan lotin tilidan ham foydalanishar edi. Aholining aksariyati lotin tilini tushunmasa ham yozma hujjatlarni shu tilda yuritishga majbur bo‘lar edi. Shu sababli, lotin tili huquqiy jihatdan o‘z o‘rniga ega hisoblanar edi. Bu jarayon ayniqsa xristian missionerlarining ko‘chib kelishi oqibati bu jarayon yanada ahamiyat kasb etdi. Lotin tili cherkovlarda rasmiy til sifatida foydalanishdan tashqari, ta’lim va maktablarda o‘qitila boshladi. Shu sababli, lotin tilining huquqiy maqomi mustahkamlandi. Chunki sudlov jarayonlari, sud hujjatlari, huquqiy munosabatlar lotin tilida amalga oshirilgan. Osha davrda lotin tilini faqatgina olimlar va o‘qituvchilar mukammal bilishgan. Ingliz tiliga lotin tilidan kirib kelgan so‘zlar 28-30% ni tashkil qiladi. Ingliz tilidagi bu so‘zlarning salmoqli qismi fransuz tili orqali ingliz tiliga o‘zlashgan hisoblanadi. Sudlov terminlariga lotin tilidan kirib kelgan ko‘plab misollarni keltirish mumkin.

A fortiori	Kuchli asos, dalil.
Alias	Qalbaki ism.
Alibi	Jinoyat sodir bo‘lganda sudlanuvchining boshqa joydaligini bildiruvchi dalil.
Amicus curiae	“sud do‘sti” sud ishiga huquqiy va eksper xulosasi bilan fikr bildiruvchi shaxs yoki tashkilot.
Bifurcated	Bifurcated trial shaklida kelib sud jarayonining ikki bosqichda o‘tkazilishi nazarda tutiladi.

Capias	Sud tomonidan hibsga olish tog'risidagi buyruq.
Contra bonos mores	Axloq qoidalariga zid ravishda.
Corpus delecti	Jinoyat sodir bo'lganligini isbotlovchi dalillar.
Corpus juris	Qonunlar to'plami.
De novo	Sudning qaytadan ko'rib chiqishi nazarda tutiladi.
Ex delicto	Fuqarolik huquqbuzarligi yuzasidan qilingan davo.
Ex mero moto	Sudyaning o'z ixtiyori va tashannusi chiqargan qarori.
Ex parte	Sudyaning sudda bir tomonlama qaror chiqarishi.
Fiat	Sudya tomonidan biror amalni bajarish uchun huquqiy ruhsat.

Angliyaga VIII asrlarda skandinaviyaliklarning bosqini sabab sudlov terminlari **law**, **lawyer** va **right** so'zlarining kirib kelishi bilan boyigan.

Zamonaviy ingliz tilining tarixiy shakllanishida fransuz tilining o'zni beqiyos hisoblanadi. Chunki Normandlarning 1066-yili Angliya yerlariga bosqini tufayli ijtimoiy hayotida o'zgarishlar yuzaga keldi, bu esa, mahalliy xalqning muloqot tiliga ham o'z ta'sirini ko'rsatdi. Barcha davlat boshqaruvi fransuz tilida amalga oshirilgan. Qolaversa, sudlov ishlari ham rasman fransuz tilida yuritilgan. Shu sababli, hozirda davlat tashkilotlariga oid xususan, sudlov jarayoniga oid ingliz terminlarining kelib chiqishi fransuz tili hisoblanadi. Normanlarning davrida qonun hujjatlarini yuritishda lotin tilining o'zni yo'qolmagan, biroq sud munozaralari rasman lotin tilida olib borilmagan, bunga aholining lotin tilining tushunmasligi sabab bo'lgan.

Mandamus, **certiorari** kabi prerogativ buyruqlar uchun arizalarning nomlari hamda ishlarni keltirishda qo'llaniladigan **versus**, **ex rel** kabi atamalar hali ham lotin tilida ishlatiladi. Ehtimol, bu lotin tilining sud farmonlari va sud yozuvlarida XVIII asrning boshlariga qadar qo'llanilganining aksidir[Mičková, Z, 2015:33]. Yaqin asrlargacha yuqorida keltirilgan terminlarning rasmiy sud hujjatlarida ishlatilishi va shu nomlar bilan atalishini ko'rish mumkin. "Lotin qonuni" tilidan foydalanish ikki yuz yil o'tib fransuz tilidagi qonun bilan almasildi. Quyida fransuz tilidan ingliz sudlov terminologiyasiga kirib kelgan terminlar bilan tanishamiz.

Autre or auter (estate)	Me'ros Mulki
Autrefois acquit	Ilgari oqlangan ma'nosini anglatib, shaxs bir jinoyat bo'yicha ikki marta sudlanmaslikni bildiradi.
Autrefois convict	Oldin mahkum qilingan ma'nosini anglatib, qayta ushbu jazoga mahkum etilmaslikni anglatadi.
Cy pres	Eng yaqin, maqsadga yaqinrog'i ma'nsini anglatib, vasiyatnoma huquida ishlatiladi.
Dehors	Ishga aloqador emas, tegishli emas degan ma'noni anglatadi.
En banc	Butun sud hay'ati tarkibi nazarda tutiladi.

Bir necha asrdirki, huquqiy soha uchun asos bo'lib kelgan fransuz tili hozirgi zamoniviy til uchun ham muhim ahamiyat kasb etadi. Ko'plab huquqiy terminlar fransuz tildan kirib kelganligi tufayli, huquqiy tilga katta ta'sir o'tkazgan. Hozirgi sudlov soha terminologiyasida ham bu tildan kirib kelgan va ayni vaqtda faol qo'llaniladigan terminlar ham ko'plab topiladi. Ma'salan:

Appeal	Sudga shikoyat qilish
Attorney	Advokat, yurist; fuqarolarga huquqiy yordam va himoya qiluvchi shaxs.
Bailiff	Sudda tartibni saqlovchi, sud amaldori, sud ijrochisi
Bar	Huquqiy to'siq
Claim	Da'vo, mol-mulk talabi
Complaint	Shikoyat qilish, da'vo qilish
Counsel	Birdan ortiq huquqiy maslahat beruvchi yoki himoya qiluvchi advokatlar.
Court	Sud
Evidence	Dalil, isbot; sudga taqdim etilgan dalillar.
Indictment	Ayblov xulosasi, rasmiy yakuniy xulosa.
Judge	Sudya; qonunlarni talqin qiluvchi, qo'llovchi va hukm chiqaruvchi.
Judgment	Hukm, qaror.

Ingliz sudlov terminologiyasiga fransuz tilining yana bir o'zgartirish kiritib, yangi terminlarni hosil bo'lishida xizmat qilgan jihatlaridan biri **-ee** suffiksi orqali so'zlarni hosil qilishga xizmat qilgan. Masalan, **lessee** – ko'chmas mulk ijarachisi yoki shartnoma asosida mulk egalik qiluvchi shaxs nazarda tutiladi. **Condemnee** – hukm qilingan shaxs, musodara qilingan mulkga da'vo qiluvchi shaxs yoki tashkilot. **Detainee** – mahbus, siyosiy mahbus, **expellee** – quvg'in qilingan shaxs, **tippee** – maxfiy ma'lumot savdosi bilan shug'ullangan shaxs.

Siyosiy holatning o'zgarishi va vaqtning ta'siri fransuz tilining sud hujjatlarida foydalanishi cheklana boshladi. Rasmiy va huquqiy jarayonlarda ingliz terminlari qo'llana boshladi.

1362-yilda ingliz tilini mamlakatdagi hukmron til sifatida tiklash yo'lida muhim qadam qo'yildi. Uzoq vaqt davomida, ehtimol, Norman istilosidan ko'p o'tmay, fransuz tili barcha huquqiy jarayonlarning tili bo'lib kelgan. Biroq XIV asrga kelib, bunday amaliyot o'z asosini yo'qotdi.

1356-yilda London meri va shahar kengashi London hamda Middlseksdagi sheriflar sudida ish yuritish ingliz tilida olib borilishi kerakligini buyurdi. Olti yil o'tib, 1362-yil oktyabr oyida bo'lib o'tgan parlamentda **Statute of Pleading** (Da'volar to'g'risidagi qonun) qabul qilindi va keyingi yilning yanvar oyida kuchga kirdi[R.R.Sharpe, 1905:73].

Chunki qirolga ruhoniylar, gertsoglar, graflar, baronlar va barcha xalq tomonidan shikoyat qilingan edi. Ular qirollik qonunlari, urf-odatlar va nizomlari ko'pchilik tomonidan yaxshi tushunmasligi sababli, mamlakatda turli muammolar yuzaga kelayotganini ta'kidladilar. Bunga sabab, bu qonunlar fransuz tilida taqdim etilib, muhokama qilinib va hal qilinayotgan edi. Bu til esa qirollik aholisining katta qismi uchun notanish edi.

Natijada, qirol sudida yoki boshqa sudlarda da'vo qilayotgan yoki ularga qarshi da'vo qilingan odamlar o'z yuristlari va huquqshunoslari tomonidan aytilayotgan gaplarni tushunmaydilar. Shu bois, qonunlar va urf-odatlar qirollikda qo'llaniladigan tilda o'rgatilishi va tushunilishi kerak, shunda har bir fuqaro qonunni buzmasdan o'zini to'g'ri boshqara oladi, shuningdek, o'z merosi va mulkini yaxshiroq himoya qila oladi[Statutes of the Realm, 375–76:273]. Sudlov terminologiyasida

yuza kelayotgan dastlabki o'zgarishlar shu zaylda boshlandi. Bunday o'zgarishlarga asl sabab xalqning talabi va manfaatlari asos bo'lib xizmat qildi. Bu voqealar davomiyligida barcha sud jarayonlari ingliz tilida olib borildi. Bo'layotgan o'zgarish osonlik bilan qabul qilinmagan bo'lsada, ingliz tilining rasman tan olinishi va sud jarayonlarida ingliz tili terminlari qo'llanilishi katta muvaffaqiyat edi.

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THE CONCEPT OF ARTISTIC PSYCHOLOGISM IN LITERARY STUDIES AND THE HISTORY OF THE ISSUE

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Annotation. *This article reflects on one of the issues relevant in today's literary studies – the concept of artistic psychologism and the history of this issue. The introduction of artistic psychologism into the science of literary studies, the first studies carried out in this field, a special pause in the theoretical views of Russian and Uzbek literary*

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scholars and a reaction to the terms of artistic psychologism and psychological analysis was expressed. The analytical, dynamic and typological principles of artistic psychologism and their role in literary types and genre cross-section have also been analyzed.

Key words: *artistic psychologism, artistic image, psyche, psychological analysis, psychoanalysis, analytical principle, dynamic principle, typological principle, epic, lyricism, drama.*

A work of art is a product of creative thinking, in which the life of Man and society, its path and part of Fate find their image. In each work of fiction, an event that happened or may have happened in our lives-as the events are conveyed by the author to the reader based on the laws of artistry, this the laws of artistry are polished at different times and continue to form regularly among traditionalism and innovatorism. The problems that arise in works of art, the issues that are being referred to the attention and judgment of the reader – the subject and content of the work of art are directly related to the social environment of the period in which the work was created. Interesting and important events can be told without interruption about a particular era and its representatives, but in order for the mere description of events to rise to the level of a work of Art, The Creator takes the narrative of events to the level of a work of art, using various means of artistic representation. In deeply and fully revealing the character of an artistic image in the work, the author used, along with the tools of artistic image, the tools of psychological image. In the work, the author refers to deep penetration into the inner world of the hero, a detailed description of the spiritual world of the image, the image of the heart's experiences – “artistic psychologism”.

The term psychologism is associated with terms such as psychological analysis, psychological image, psychological image, psychological novel, psychological story and psychology. In A. B. Yesin's interpretation, artistic psychologism is the world of imagination of the character of the work, using specific artistic means of thought, thoughts, reflections very complete, detailed and in-depth expression [7]. He was one of the first to conduct research on the topic of psyche in the science of Russian literary studies. Chernyshevsky says that psychological analysis can be diverse, and when one author tries to reveal the edges of the character, another – shows the influence of

society and life on the formation of the character; the third – describes the relationship of behavior with emotions; the fourth-describes the analysis of passions [5]. If the concept of psychologism entered Russian literary studies almost two hundred years ago, this problem was introduced into the world of science by scientists A.A. Potebney, D.N. Brought by Ovsyaniko-Kulikovsky, M. in literary studies.M. Lucky, JI.Ya. Ginzburg, A.B. Yesin, D.S. Likhachev, and in psychology L.S. Vigotsky, I.V. Strahovy, G.G. Granik, O.V. In-depth research by Soboleva. Describing the history of the development of psychologism in literature, literary scientist L.Ya.Ginzburg writes that “at a time when psychological innovations were just emerging in existing literary genres, psychologism had already become established in diaries, memoirs and autobiographical genres, which are the adjacent genres of fiction”.

In its place, the term psychologism has different definitions. Under the terms of Russian literary studies “Psychologism (in literature) – the inner world of Heroes: a deep and detailed picture of their fantasies, dreams, sufferings”. L.Ya.Ginzburg replied that “... an in-depth study of the conflicts of the mind”, A.B. Yesin touches on the fact that psychologism has a wide and narrow meaning – in a broad sense, the nature of all types of art that glorify human life and describe its character is understood, while in a narrow sense it is in the human inner world the image of life and processes is called.

The dictionary of literary terms compiled by Uzbek literary scholars defines the term artistic psychologism as “one of the most important tools for creating a full-fledged human image in a work of art; the disclosure of the character's psyche, the psychological justification of his behavior and gossip, the totality of methods and tools serving these purposes” [4, 48].

In Uzbek literary studies, the issue of artistic psychologism entered the scientific field in the middle of the last century, and in our national literary studies the term synthesis in the case of his own psyche (psychologism), the image of the psyche (psychological image), the interpretation of the psyche (psychological interpretation), the analysis of the psyche (psychological analysis). The term “psyche” is used in the context of psychologism, the reason is that in the 5 – volume “Explanatory Dictionary of the Uzbek language” [6]it is explained to

the Soul – “Soul”, and to the psyche - “state of the soul”. While this comment is certainly imperfect for a literary term, in terms of meaning both terms give one meaning. The science of Uzbek literature since the second half of the 20th century there was an exhibition dedicated to the issues of artistic psychology and psychological analysis. Including A. Rasulov's “character molodeji v sovremennix uzbekskix sovetskix povestiyax”, N. Shodiev's "the skill of psychological analysis in the work of Abdullah Kahhar", N. Yuldashev's "problem psychologicheskogo analiza V uzbekskoy award (Vnutrenny monologue V ramana A. Kadiri, Oybek, A. Kahkhar, A. Yakubova) candidate dissertations, X. Umurov's doctoral dissertation” the problem of mental analysis in Uzbek novels”, A. “Psychologism in the novels of Odil Yakubov” by Kholmurodov , P. In Kenjaeva's dissertation and monograph "principles of portraying the hero's psyche in current Uzbek stories". In the candidate dissertation “artistic psychologism in the current Uzbek narrative” by Bobokhanov, M. Sheralieva's “irony (social psychological factors, place in the poetic system) in the current Uzbek prose”, Yu. Eshmatova's “period of Independence the artistic interpretation of the female psyche in Uzbek narrative”, Sh. Botirova's “artistic psychologism in current Uzbek novels” (“balance” of Ulugbek Hamdam, On the example of the novels “rebellion and obedience”, “Sabo and Samandar”) fiction in their dissertations written for the degree of Doctor of Philosophy (PhD) in philological Sciences having studied various aspects of the issues of psychologism and psychological analysis, M. Kilicheva's “literary in the interpretation of psychological states in English and Uzbek literature the problem of influence” on the example of the solitude motif), N. Kabylova's dissertations, written for the degree of Doctor of Philosophy (PhD) in philological Sciences on the topic “artistic psychologism in the work of Jack London and Abdullah Kahhar” , conducted a comparative study on the topics of artistic psychologism and psyche.

Although, in the scientific circles of Uzbek literary studies, the concepts related to psychologism and the psyche began to be recognized in the middle of the 20th century, the interpretation and analysis of the personality psyche also took a leading place in the work of Representatives of eastern classical literature. However, according to some literary scholars, the issue of artistic psychologism in Literary

Studies has not yet been fully theoretically substantiated and is not semantically sufficiently clear in literary science. There are three main points of artistic psychologism in scientific sources regarding literary studies the principles-dynamic principle, analytical principle and typological principle - are distinguished.

In the dynamic principle, the hero's psyche is expressed through his behavior, facial expressions and slings, his behavior and talkativeness in various life situations, "essentially similar to the way in which the characters of this dramatic work unfold their psyche, hence the dynamic principle is sometimes described as a dramaturgical method of psychological analysis [4, 49]. In the typological principle, the spirit of the image formed and surrounded and it is described in connection with the conditions of the standing environment. The analytical principle describes the inner experiences of the hero, his feelings in his soul, his thinking and reflection, the dynamics of his thoughts.

In the dictionary of literary terms, "character" (yun. character-character, distinguishing feature) is defined to the concept – "specific period and a human image that harmoniously embodies individual characteristics inherent in a particular individual with the most important general characteristics inherent in the people of the environment" [4, 352]. And in the Encyclopedia of terms of literary studies, presented by Russian scientists, he defines the term character, dividing it into categories as follows – "character is the accuracy of the image in this literature and art: social, National, Domestic, psychological. If type is to show that – generality in individuality, character-above all manifests individuality" [2]. Both of the above definitions emphasize the spiritualist point of view of the character; in the dictionaries of psychics, the character is defined as "the individual characteristic that manifests itself in the behavior of the individual and in his attitude to the environment." Thus, the science of psyche studies the importance of the moral basis of a person in the formation of a character highlights. In fiction, when the character of characters reveals the ideological and aesthetic significance of a work, the disclosure of the character character by the writer is a means of psychological analysis. If the main emphasis in the work of art is not on the inner world of the hero, his thoughts, then not any character can be an example of artistic psychologism either.

In literary studies, today the methodology for the research of artistic psychologism is fully developed. Almost all scientific research work on this issue was carried out taking into account the historical and social processes of the period when the literary work was written, the personal style and method of the writer. Russian literary scholar M. II. Within the framework of his study, Bedrikova introduces the term "degree of psychologism" and classifies it on the basis of criteria as follows:

1) means of strengthening psychologism in the text (psychological detail', psychological

detail, psychological description);

2) tools for seducing characters whose actions are psychologized (psychological portrait, psychological characteristic, psychological conflict, psychologized plot, "dialectic of the heart";

3) character-to-situation ratio (the "heart" appropriation of chronotope by Hero, hero-to-hero self-awareness, situation-by-situation presumption of hero spiritual transformation) [17].

Literary types and genres are also important in determining the psychological level of a work of art. For example, lyricism-singer of the human soul and inner feelings known to be, which means that it directly echoes the psychology and inner world of the poet in connection with the image of the psyche.

Epos-has a wide range of possibilities, consisting of various means, methods of describing the human psyche. All methods and means in lyrics and drama in an epic tour synthesizes in its own way. The writer, like in the lyric, dares the world of the soul, both from the inner world of his hero and through the tool of the hero's own speech, and through external characteristics and the image of circumstances. At the moment, the use of artistic psychologism in epic genre also has different characteristics. Among the epic genres, the role of the story, in particular psychological story, is leading in the literary processes of today. Story-from the reflection of a small fragment of life, episodically one or more life events in it in this genre, when penciled, the spiritual world of the hero is consistently covered in detail, deeply and completely revealing the "dialectic of the Soul" requires great skill and talent from the writer. Prose of large or medium size, such as novels and short stories in works, the character of the hero, his psyche, the writer will have more opportunities and time to reveal his inner

experiences. Story-reflect a small piece of life from the fact that, episodically, one or more life events are captured in it, in this genre, the spiritual world of the hero is consistently covered in detail, deeply and fully revealing the “dialectic of the soul”, a great skill and talent from the writer requires.

Conclusion. Considering the history of the issue of artistic psychologism within the framework of Russian and Uzbek literary studies, we witness that the scientific research should be carried out on this issue in Uzbek literary studies is relevant and necessary today. In the scientific research of Russian literary scholars, the problem of artistic psychologism has been studied in a relatively deep way, regarding this theory the views are revealed in detail. Among the examples of modern literature, where world literary processes are developing and growing rapidly and changing from day to day, each of the prose genres, such as psychological novel, psychological narrative and psychological narrative research and study within the framework of folk literature is one of the pressing issues before today's science.

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ARTISTIC PSYCHOLOGICAL INTERPRETATION OF NATURE AND HUMAN RELATIONS IN THE STORIES OF SHUKUR KHOLMIRZAEV

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Abstract. *The article is devoted to the problems of artistic psychologism in literature, artistic knowledge of the inner world of a person. Based on the story “Death of the Hunter” by Shukur Kholmiraev, the main tools of psychological analysis are considered: psychological state, psychological parallelism, features of speech and portraiture.*

Key words: *psychologism, the inner world, psychological analysis, psychological parallelism*

In literature, artistic psychologism can understand the human personality through its complex connections with the phenomena of the surrounding world, the most vivid drawings of the hero's originality, not only from his relationships with people, but also from his actions and reflections, his inner struggle and contradictions. It is important to identify the forms of psychologism in the structure of a work of art. They are described by Andrei Yesin as follows: “artistic psychologism is manifested in inner monologue and dialogue, inner conflict of the hero, psychological subject details, introspection of the character”.

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There are diverse and even contradictory views of literary scholars on the ideological and aesthetic significance of artistic psychologism in creativity. In our opinion, an interpreting psychologism is a common sign of the art of words. A. Jesuitov divides the concept of artistic psychologism into three parts: first, psychologism acts as a common feature of the art of speech, a sign of artistry. It is known that the object of art is a holistic personality, including its inner world. Hence, any real art in one way or another is associated with human psychology. Secondly, psychologism is manifested as the result of artistic creation, as the author himself, in the psychology of his heroes, more precisely, as an artistic image of Social Psychology. As a conscious and defining aesthetic principle, psychologism serves as the main and direct goal of artistic creation. A direct participant in thinking and development is a person, and artistic psychologism is a purposeful orientation of the methods and forms of its embodiment in a specific way.

Thus, the methods of opening the inner world of a person are diverse. Each writer chooses certain ways to analyze the inner world of a person, his thoughts and behavior, the external world and his relationships with other people. In the process of penetration into the inner world of heroes, he describes as follows "psychological analysis of Objectified forms (dialogue, perception of the hero by other people) and subjective (internal speech, introspection) skillfully the thoughts of heroes Zolotukhina to the concept of psychologism: - "Artistic psychologism is the reflection of the author's views on internal experiences, the peculiarities of the human psyche, his personality and strategy of relations with society in the character of the hero".

Scientific sources on literary studies distinguish three basic principles of artistic psychologism - dynamic principle, analytical principle and typological principle. In the dynamic principle, the hero's psyche is expressed through his actions, gestures, behavior in various life situations and talkativeness. In the typological principle, the spirit of the image is described in connection with the conditions of the environment that formed it and surrounded it. The analytical principle describes the inner experiences of the hero, his feelings in his soul, thinking and reasoning, dynamics of his thoughts. "In this, a feeling from one to another, a thought from another grows, they complement each other, change qualitatively". This form allows you to show sharp

turns in the fate and thinking of characters, which is why some researchers also call it a form of "dialectic of the soul".

Uzbek literary scholar Dilmurod Quronov notes: "Artistic psychologism is one of the most important tools for creating a full-fledged human image in a work of art; the disclosure of the character's psyche, the psychological justification of his behavior and gossip, the totality of methods and tools that serve these purposes. The writer can directly or indirectly describe the character's psyche". It is known that psychologism is important in all three genres (poetry, prose, dramaturgy) and increases the effectiveness and content of the work, without which a work cannot be a complete and perfect work of fiction, there is no exaggeration to say. It is worth noting that the author can use all three forms mentioned above together, complementing each other, in revealing the character of an artistic image and its psyche. In this, one of the principles is the leader, while the other two serve to complement it. In general, the concept of "character" occupies a leading place in research on artistic psychologism. The reason is, although research in this direction is related to the science of literary studies, on the one hand it is directly related to the science of spirituality and is based on the intersection of these two areas. This in turn entails clarifying the concept of "character" in terms of both literary studies and spiritualism.

Although scientific research on various problems of national prose, such as poetics, style is significant in Uzbek literary criticism, but only a few scientific studies on artistic psychologism can be found. That is why the problem of artistic psychologism in our national prose is considered relevant not only in theory, but also in practical terms. It is worth saying that to what extent writers have mastered the principles and methods of psychological analysis is manifested in their skill in describing the inner world of a person, and this provides an opportunity for each reader to be able to pass that mental situation through his "filter of the soul". One of the primary tasks of literature is the transfer of emotional (aesthetic) influence on a person. One of such artists, Shukur Kholmirzaev, who was able to act as a bridge between the images he created and his experiences, could convince the reader of the feelings of his hero.

The hero of the story "The Death of the Aman hunter" by Shukur Kholmirzaev sees his search for truth without fear of spiritual

breakdowns from the environment, society, even himself in a deep penetration into the spiritual world of a creative person. This can be seen in the desire to know the inner layers of the human worldview, the ability to penetrate into the hidden corners of the human soul: - “...Surprisingly, Aman did not shoot at these at all, but, on the contrary, loved to watch them for a long time, staring at them when he heard the voice of an owl at night. Then he would already join the voices of these night birds, which would look like a night, as if he himself would turn into this night, into this sad voice, into an owl...” in this extract, too, the writer uses almost all known forms of psychological analysis when revealing to the reader an unknown part of the hero's mental world, his emotions to subtle points, and at the same time the technique of psychological parallelism is widely used. The hero of the story “Death of the Aman Hunter” uses creative psychological parallelism in opening the inner world of Aman. The thoughts and actions of the hero are revealed by artistic images that reflect the harmony between the landscapes of nature and the tension in the human inner psyche. “...Aman targeted its forehead and fired. The creature jumped one to the top and crashed down. Then another deer appeared in his place. Aman shot the rifle and fired it as well. He also flew to the bottom with a jump to the top. Then a royal deer appeared. Aman shot the rifle in a hurry. The deer also stood by the bottom without escaping as if his death was imminent. Aman fired at him, too...” the reader who reads the passage above makes such sharp movements of the hero struggling without realizing the reason, the story concludes with the realization that from the images of Aman's death, the mental state of man is reflected as if rushing towards his own death. Aman is guided in some places by animal instincts: the desire to suppress the will of others, to win, to become stronger in nature begins to prevail. Aman's death ends the story as a fitting answer to all as they say that whoever breaks someone's Nest will ruin their own. The terrible death of Aman, the philosophy of life and death, the payment of savagery will not be cheap, is an artistic psychological representation of the complex psychological balance between nature and man.

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XORIJIY TILLARNI O'QITISHNING ZAMONAVIY-INNOVATSION USULLARI

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Annotatsiya: Ushbu maqola xorijiy tillarning o'qitish metodikasining zamonaviy usullari haqida qisqacha ma'lumot beradi. Xorijiy tillarni o'qitishning zamonaviy-innovatsion usullari ta'lim jarayonida texnologiyalar va yangi pedagogik yondashuvlarni qo'llash orqali samaradorlikni oshiradi. Bugungi kunda, o'qituvchilar va talabalarning ehtiyojlariga moslashish uchun interaktiv texnologiyalar, aralash o'qitish, kommunikativ metodlar va audiovizual materiallardan keng foydalanilmoqda. Bu usullar til o'rganish jarayonini nafaqat qiziqarli va motivatsion, balki yanada samarali qiladi. Innovatsion usullar xorijiy tillarni o'qitishdagi yangi yondashuvlarni yaratib, ta'lim jarayonini samarali va zamonaviy qiladi.

Kalit so'zlar: Metodika, innovatsiya, xorijiy til, kommunikativ tillarni o'rgatish (CLT), vazifaga asoslangan til o'rgatish (TBLT), kontentga asoslangan yo'riqnoma (CBI), samaradorlik

KIRISH: So'nggi o'n yilliklar ichida xorijiy tillarni o'qitish sezilarli darajada rivojlandi. Globalizatsiya va texnologik yutuqlar bilan birga samarali til o'rganish usullariga bo'lgan talab ortdi. Zamonaviy metodologiyalar tilni o'qitishda o'quvchilarning faolligini oshirish, kommunikativ kompetensiyani rivojlantirish va texnologiyalarni o'qitish jarayonini yanada immersiv qilish uchun qo'llashga qaratilgan. Ushbu maqola xorijiy tillarni o'qitishdagi zamonaviy yondashuvlarni ko'rib chiqadi, ularning samaradorligini va kelajakdagi ta'lim amaliyotlariga ta'sirini tahlil qiladi.

ASOSIY QISM: Zamonaviy xorijiy tillarni o'qitish bir qator innovatsion metodlarni o'z ichiga oladi. Eng ko'zga tashlanadiganlardan ba'zilar kommunikativ tilni o'qitish (CLT) yondashuvi, vazifaga asoslangan tilni o'qitish (TBLT), texnologiyalardan foydalangan holda

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o'qitish vositalaridan foydalanish va madaniy immersiya tajribalari kiritishdir.

Kommunikativ tilni o'qitish (CLT) til o'rganishning vositasi va oxirgi maqsadi sifatida muloqotni ta'kidlaydi. Ushbu yondashuv haqiqiy hayotdagi vaziyatlarda funksional tilni ishlatishni ustuvor qilib, o'quvchilarga ma'noli muloqot orqali ravonlik va aniqlikni rivojlantirishga rag'batlantiradi. Rolli o'yinlar, guruh muhokamalari va muammo yechish vazifalari CLT ning ajralmas qismiga aylangan, bu esa talabalar o'rtasida faol ishtirok etish va hamkorlikni rivojlantiradi. Kommunikativ til o'qitish (CLT) — bu til o'rganish va o'qitish metodologiyasidir, unda til o'rgatish faqat grammatikani o'rganish bilan cheklanmay, balki tilni real hayotdagi vaziyatlarda muloqot qilish uchun foydalangan holda rivojlantirishga qaratilgan. CLT tilni funksional, real hayotdagi vaziyatlarda foydalanish orqali o'rganishni maqsad qiladi va o'quvchilarning tilni aniq va ravon ravishda ishlatishini ta'minlashga qaratilgan.

CLT ning asosiy prinsiplari quyidagilardan iborat:

1. Muloqotga asoslangan o'qitish: CLT ning markazida muloqot turadi. Talabalar tilni faqat tushunish va grammatikani o'rganish emas, balki uni amaliyotda, haqiqiy vaziyatlarda ishlatish orqali o'rganadilar. Bu esa tilni faol ishlatish va uni to'g'ri va samarali ishlatishni o'rgatadi.

2. Tadqiqotga asoslangan o'rganish: Bu yondashuvda talabalar o'z o'rganish jarayonida faol ishtirok etadilar. Ular tilni o'rganishning noan'anaviy usullari bilan tanishadilar va real muammolarni hal qilishda tilni ishlatadilar. Rolli o'yinlar, guruh muhokamalari, munozaralar va muammo yechish vazifalari talabalar orasida ishtirokni kuchaytiradi.

3. Interaktivlik: CLT metodologiyasi talabalar orasida ko'proq interaktiv muloqotni rivojlantirishga intiladi. Talabalar o'rtasida va o'qituvchi bilan muloqotni rag'batlantirish, ular o'z fikrlarini va tajribalarini baham ko'rish orqali tilni yaxshiroq o'rganadilar.

4. Kommunikativ vazifalar va rolli o'yinlar: Bu metodologiyada talabalar aniq kommunikativ vazifalarni bajarish orqali tilni o'rganadilar. Rolli o'yinlar, guruhli muhokamalar yoki turli vaziyatlar orqali talabalar o'z fikrlarini boshqalar bilan samarali tarzda yetkazish, boshqalarning fikrlarini tushunish, turli muloqot usullarini o'rganadilar.

5. Grammatika va leksikani kontekstga asoslangan o'rganish: CLT ning yana bir xususiyati shundaki, grammatikani o'rganish faqat tilning o'zi uchun emas, balki muloqotdagi roli va vazifasi orqali amalga oshiriladi. Talabalar grammatik qoidalarini o'rgatishdan ko'ra, ularni aniq vaziyatlarda qo'llashni o'rganadilar.

Rolli o'yinlar va guruh muhokamalari CLT da muhim o'rin tutadi. Masalan, talabalar o'rtasida rolli o'yinlar o'tkazish, ularni turli vaziyatlarga solish, mijoz va sotuvchi, shifokor va bemor kabi rollarni bajarish, muloqotning haqiqiy sharoitlariga yaqinlashtiradi. Bu o'quvchilarga tilni o'rganishda yangi kontekstlarda ishlatish imkonini beradi, bu esa ularning tilga bo'lgan ishtiyoqini oshiradi va o'rganishni samarali qiladi.

CLTning afzalliklari:

1. Haqiqiy vaziyatlarda tilni ishlatish: O'quvchilar tilni o'rganishda faqat grammatik qoidalar bilan cheklanmay, balki haqiqiy kommunikativ vaziyatlarda uning qanday ishlashini tushunadilar.

2. Muloqotni rivojlantirish: CLT muloqotga e'tibor qaratadi, bu esa talabalar o'rtasida interaktivlikni oshiradi va ularning tilni yanada samarali ravishda o'rganishlariga yordam beradi.

3. Funktsional til o'rganish: Tilni o'rganishda tilni ishlatishning maqsadi faqatgina nazariy bilimlarni o'zlashtirish emas, balki amaliy, hayotiy vaziyatlarda tilni tushunish va ishlatishdir.

Umuman olganda, Kommunikativ til o'qitish (CLT) til o'rganishni faqat qoidalar va grammatikaga asoslanmay, balki muloqot va real hayot vaziyatlariga yo'naltirib, talabalarni faol ishtirok va muloqotga undaydi. Bu usul, ayniqsa, tilni tez va samarali o'rganish uchun juda foydali hisoblanadi.

Vazifaga asoslangan tilni o'qitish (TBLT) – bu boshqa bir zamonaviy metodologiya bo'lib, u ma'noli vazifalarni bajarishga e'tibor qaratadi. An'anaviy yondashuvlardan farqli o'laroq, TBLT til shakllari va strukturalariga emas, balki tilni ma'lum maqsadlarga erishish uchun amaliy ishlatishga urg'u beradi. Ushbu usul o'quvchilarni loyihalarni bajarish, so'rovlar o'tkazish va haqiqiy hayotdagi muammolarni hal qilish kabi faoliyatlarga jalb qiladi, bu esa tanqidiy fikrlashni va amaliy tilni qo'llashni rivojlantiradi. TBLT — tilni amaliy vazifalar orqali o'rgatish va o'quvchilarga tilni haqiqiy vaziyatlarda qo'llash imkonini yaratishga qaratilgan. TBLTning asosiy

yondashuvi shundaki, tilni o'rganish nafaqat grammatikani va til strukturalarini yodlashga asoslanadi, balki tilni real maqsadlar uchun ishlatish, ya'ni ma'lum bir faoliyatni bajarish yoki muammoni hal qilish uchun qo'llashga e'tibor qaratadi.

TBLTning asosiy tamoyillari va xususiyatlari quyidagilardir:

1. Vazifalar asosida o'rganish

TBLTning markazida **vazifalar** turadi: Vazifa — bu tilni ishlatish uchun o'quvchilarga berilgan, o'quvchilarning tilni amaliyotda qo'llashiga imkon yaratadigan maqsadli faoliyat. Bu vazifalar haqiqiy hayotdagi vaziyatlarni simulyatsiya qiladi va o'quvchilarni tilni ushbu vazifalarni bajarish jarayonida ishlatishga undaydi. Masalan, o'quvchilar shaxsiy ma'lumotlar bilan tanishish, so'rovlar o'tkazish, loyiha taqdimoti qilish, biznes muzokaralarini o'tkazish kabi faoliyatlarda ishtirok etadilar.

2. Haqiqiy vaziyatlarga yo'naltirilgan yondashuv

TBLT o'quvchilarni **haqiqiy vaziyatlarda** tilni ishlatishga tayyorlaydi. Bu metodologiya o'quvchilarga o'rganayotgan tillarini real hayotdagi vaziyatlarda, masalan, muloqot qilishda, ma'lumot almashishda va muammolarni hal qilishda ishlatish imkonini beradi. Shunday qilib, o'quvchilar tilni faqat grammatika va leksikaga o'rganmay, balki ularni amaliy vazifalarni bajarish jarayonida qo'llashadi.

3. Aktiv ishtirok va hamkorlik

TBLT o'quvchilarning faol ishtirokini va hamkorligini rivojlantiradi. Talabalar **guruhlarda** yoki **juftliklarda** ishlashlari mumkin, bu esa o'zaro muloqot va fikr almashishni rag'batlantiradi. O'quvchilar birgalikda muammoni hal qilish, vazifani bajarish yoki loyihani yaratish orqali tilni amaliyotda qo'llashadi. Bu o'rganish jarayonini yanada jonli va samarali qiladi.

4. Kontekstdagi o'rganish

TBLT, shuningdek, **kontekstdagi o'rganishga** katta e'tibor qaratadi. Bu shuni anglatadiki, til o'rganish faqat grammatik va sintaktik qoidalarni o'rganishdan iborat emas, balki o'quvchilarga tilni kontekstga mos ravishda ishlatish imkonini beradi. O'quvchilar vazifa bajarishda turli ijtimoiy, madaniy va muloqot kontekstlariga mos ravishda tilni qo'llashni o'rganadilar.

5. Tilni faol qo'llashga urg'u berish

TBLTda o'quvchilarga **faol til ishlatishga** imkon beradigan vazifalar taqdim etiladi. Bu yondashuvda o'quvchilar tilni o'rganish jarayonida tilni ishlatishning turli usullarini qo'llashadi, bu esa ularni tilni o'rganishda yanada mustahkam qiladi. Vazifalar o'quvchilarga tilni ishlatish orqali muvaffaqiyatga erishish imkoniyatini yaratadi, bu esa ularning o'rganishga bo'lgan motivatsiyasini oshiradi.

6. Muammolarni hal qilish va tanqidiy fikrlash

TBLTning yana bir asosiy jihati shundaki, o'quvchilarni **muammolarni hal qilishga** va **tanqidiy fikrlashni** rivojlantirishga jalb qiladi. Talabalar real hayotdagi vaziyatlarga o'xshash vazifalarni bajarish orqali o'z fikrlarini tahlil qilish, alternativalarini ko'rib chiqish va optimal qarorlarni qabul qilishga o'rganadilar. Bu jarayon tilni faqat texnik o'rganishdan farq qilib, o'quvchilarning muloqot va fikrlash qobiliyatlarini ham rivojlantiradi.

TBLT ning afzalliklari:

1. Amaliy ko'nikmalarni rivojlantirish: TBLT talabalarni tilni haqiqiy vaziyatlarda qo'llashga o'rgatadi, bu esa ularning tilni amaliyotda ishlatish ko'nikmalarini kuchaytiradi.

2. Motivatsiyani oshirish: Vazifalar o'quvchilarga real maqsadlarga erishish imkoniyatini beradi, bu esa o'quvchilarning o'rganishga bo'lgan ishtiyoqini oshiradi.

3. Tanqidiy fikrlashni rivojlantirish: TBLT o'quvchilarni muammolarni hal qilish va tanqidiy fikrlashga o'rgatadi.

4. Yangi texnologiyalar va resurslar bilan ishlash: Ko'pincha, TBLTda o'quvchilar internetda tadqiqotlar olib borish, resurslardan foydalanish va jamoaviy ishni tashkil etishda texnologiyalarni qo'llaydilar.

Texnologiyalar yordamida o'qitish tilni o'qitishda inqilobiy o'zgarishlarni keltirib chiqardi, chunki bu usul o'rganishni osonlashtirish uchun ko'plab vositalar va resurslarni taqdim etadi. Raqamli platformalar, til o'rganish ilovalari va virtual reallik (VR) muhiti immersiv va interaktiv tajribalar taqdim etadi. Masalan, Duolingo va Rosetta Stone kabi ilovalar o'rganishni qiziqarli va yoqimli qilish uchun gamifikatsiyani qo'llaydi, VR vositalari esa o'quvchilarga til ko'nikmalarini haqiqiy hayotdagi muhitni taqlid qiluvchi virtual sharoitda mashq qilish imkonini beradi.

Madaniy immersiya zamonaviy til o'qitishning muhim tarkibiy qismidir. Tilning madaniy kontekstini tushunish muloqotni yaxshilaydi va tilga chuqurroq bog'lanishni ta'minlaydi. Chet elda o'qish dasturlari, virtual almashuv dasturlari va ona tilida so'zlashuvchilar bilan hamkorlik kabi usullar o'quvchilarga haqiqiy madaniy tajribalarni taqdim etadi, bu esa madaniy kompetensiyani va sezgirlikni rivojlantiradi. Mashhur metodistlar xorijiy tillarni o'qitishdagi zamonaviy usullarni ishlab chiqishda katta hissa qo'shganlar. Mana, ba'zi mashhur shaxslarning asosiy g'oyalari:

Benny Lewis: *Fluent in 3 Months Method* — Bu metod immersiv va intensiv til mashqiga e'tibor qaratadi, birinchi kundan boshlab gapirishni targ'ib qiladi va grammatik mukammallikka qaraganda suhbat ko'nikmalarini ustuvor qiladi.

Jeremy Harmer: *The Practice of English Language Teaching* — Bu asar turli o'qitish metodlarining keng ko'lamli ko'rib chiqilishini taqdim etadi, kommunikativ faoliyatlar va tilni o'rganish uchun yo'naltirilgan mashqlarni o'z ichiga olgan balanslangan yondashuvni targ'ib qiladi.

Scott Thornbury: *Dogme ELT* — Bu metod materiallar kamdan-kam qo'llaniladigan, suhbatga asoslangan yondashuvni ta'kidlaydi. U o'quvchilarning hozirgi ehtiyojlari va qiziqishlariga mos ravishda darslarni moslashtirishga va paydo bo'layotgan tilni o'rgatishga e'tibor beradi. Ushbu metodistlar zamonaviy til o'qitishga kommunikatsiya, o'zaro aloqalar va o'quvchilarning emotsional farovonligini ustuvor qiladigan yondashuvlarni targ'ib qilish orqali ta'sir ko'rsatganlar. Ularning g'oyalarini qo'llash til o'rganish jarayonini yanada samarali va qiziqarli qilishga yordam beradi.

XULOSA: Xorijiy tillarni o'qitishdagi zamonaviy usullar an'anaviy yondashuvlardan sezilarli farq qiladi, muloqot, amaliy qo'llanish va madaniy tushunishni ta'kidlaydi. Texnologiya va immersiv tajribalarni integratsiya qilish orqali, bu metodologiyalar o'quvchilarga til ko'nikmalarini ma'noli va qiziqarli usullarda rivojlantirish uchun vositalar va imkoniyatlar taqdim etadi. Til ta'limi rivojlanishda davom etar ekan, ushbu zamonaviy usullarni qo'llash va takomillashtirish globalizatsiya qilingan dunyoning ehtiyojlarini qondirishda juda muhim bo'ladi.

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THEORIES AND APPROACHES TO TEACHING LISTENING SKILLS IN LANGUAGE LEARNING

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Annotation: *This research explores the critical role of listening in language learning, highlighting its significance as a foundational skill for second language acquisition. It provides a comprehensive analysis of different types of listening, including discriminative, comprehensive, critical, and appreciative listening, while also examining cognitive processing models such as bottom-up, top-down, and interactive approaches. The study reviews key theories from scholars like Vandergrift, Goh, Rost, and Richards, emphasizing the active and strategic nature of listening. Additionally, recent research on podcast-based instruction, AI-driven tools, and explicit listening strategy*

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teaching is examined. The paper underscores the need for structured listening instruction and technological integration to enhance learner engagement and comprehension. Future research directions include data-driven methodologies and innovative tools to further develop listening proficiency in language education

Keywords: *Listening comprehension, Language acquisition, Second language learning (L2), Cognitive processing, Podcast-based learning, Metacognitive strategies*

Literature review

Listening is a fundamental component of language learning, often regarded as the most critical skill for acquiring a new language (Vandergrift & Goh, 2012). Unlike reading, which allows for revisiting text, or speaking, which can be adjusted for clarity, listening requires immediate comprehension and response (Field, 2008). Research by Rost (2011) suggests that listening provides the primary input for language acquisition, as most linguistic exposure occurs through auditory means. This aligns with Krashen's (1985) Input Hypothesis, which emphasizes the importance of comprehensible input in language development. The role of listening in second language acquisition (SLA) has been widely studied. Flowerdew and Miller (2005) argue that listening is an active process involving the construction of meaning through cognitive and contextual cues. Similarly, Richards (2008) emphasizes that listening is not merely hearing but involves processing, predicting, and inferencing. Osada (2004) critiques traditional approaches that treat listening as a passive skill, advocating instead for interactive and strategic listening instruction. Research shows that learners who develop strong listening skills tend to acquire a language more efficiently (Goh, 2010). Studies by Rubin (1994) and Oxford (1993) further highlight that effective listening is tied to metacognitive awareness, meaning learners must be conscious of their strategies to improve comprehension.

The definition of listening has evolved over time, with various scholars providing different perspectives:

Nunan (1998)	Richards & Schmidt (2010)	Rost (2016)
• A dynamic, interactive process involving linguistic and non-linguistic elements	• An active mental process that involves decoding sound signals and associating them with meanings	• A multifaceted skill integrating cognitive, affective, and social components

Fig.1. Definitions of listening skills due to the famous scholars

Listening can be categorized into different types based on function and cognitive processing. Various researchers have developed models to explain the diverse ways in which listening operates in language learning. According to Rost (2016), listening serves different functions depending on the context and purpose of comprehension. The four primary types of listening include:

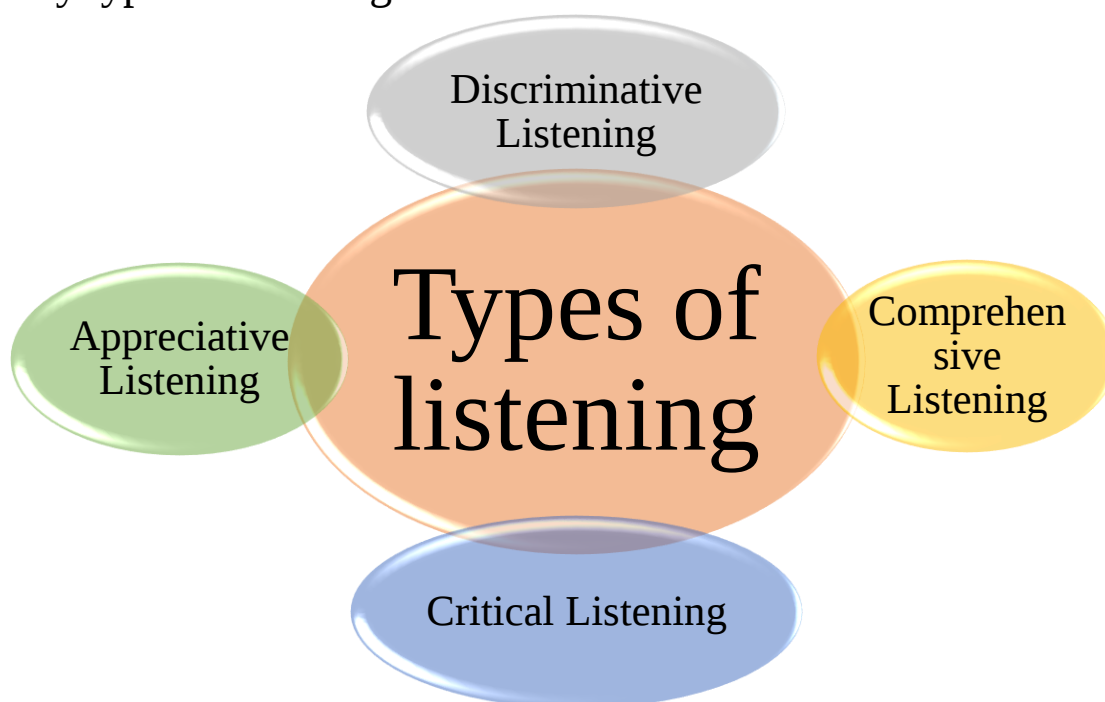


Fig.2.Types of listening due to M.Rost

Discriminative Listening involves distinguishing sounds, phonemes, and intonations, forming the foundation for language acquisition. **Comprehensive Listening**, or informational listening, focuses on understanding spoken messages, commonly used in academic and conversational settings. **Critical Listening** requires analyzing and evaluating spoken information, essential in debates and decision-making. Lastly, **Appreciative Listening** is used for

enjoyment, such as music and storytelling, where emotional and aesthetic value is prioritized. Each type plays a unique role in effective communication and language development.

Field (2008) classifies listening based on how learners process information:

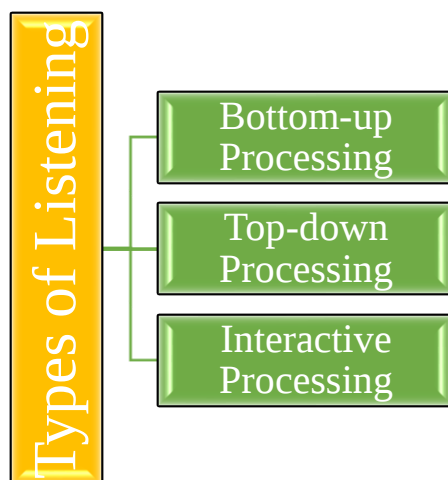


Fig.3. Types of Listening according to J.Field

It can be seen that bottom-up processing involves collecting information gradually from the speech stream, starting from individual elements and progressing towards understanding the entire message. This process begins with perceiving and parsing speech at various levels, including auditory-phonetic, phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic, and interpretative levels. Bottom-up strategies focus on word-for-word translation, adapting to speech rates, text repetition, and attending to prosodic features to enhance comprehension (Abdalhamid et al., 2012; Mejila et al., 2014). In contrast, top-down processing utilizes prior knowledge and context to predict and understand incoming information. Listeners draw upon existing knowledge and real-world schemas to interpret and infer meaning from the text. By applying top-down strategies, listeners create expectations, predict content, infer meanings, elaborate on concepts, and visualize information (Graham, 2003; Abdal Hamid, 2012). Vandergrift and Goh (2012) emphasize the importance of metacognitive listening, where learners actively regulate their listening strategies to enhance comprehension. Research by Goh (2010) suggests that metacognitive strategies, such as predicting content and monitoring understanding, significantly improve listening proficiency.

Conclusion

Listening is a critical component of language education, influencing overall language acquisition and proficiency. Researchers such as Vandergrift, Goh, Rost, Nunan, Oxford, Rubin, Richards, Flowerdew, and Field have provided extensive insights into the nature of listening. The classification of listening types, cognitive processing models, and recent research findings demonstrate that listening is not a passive skill but an active, strategic process that requires targeted instruction. In the last five years, advancements in technology, podcasts, and AI-driven tools have contributed to more effective listening practices. Future research should continue exploring data-driven approaches to enhance listening instruction, ensuring learners develop comprehensive skills that support their language learning journey.

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MEDIA TA'LIM JARAYONIDA MULTIMEDIALI ELEKTRON DARSLIKNING MOHIYATI

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Annotatsiya. Ushbu maqola xorijiy tillarni o'qitishda doimiy optimal va intensiv o'qitish metodlari, media ta'limning chet til o'rganuvchilar uchun ahamiyati, elektron darsliklarning turlari, xususan, multimedial elektron darsliklarning afzalliklari yuzasidan muallif tomonidan bildirilgan fikrlarga bag'ishlanadi. Shunindek, multimedial elektron darsliklarni yaratish maqsadlari va mazmuni kengroq yoritib berilgan.

Kalit so'zlar: media ta'lim, multimedial elektron darsliklar, axborot texnologiyalari, o'qitish usullari, nutqiy ko'nikma, audio-vizual materiallar.

Bugungi kunda XXI asr globallashtirish jarayoniga hamohang tarzda jamiyatni axborotlashtirish zaruriyatini his qilayotgan ekanmiz, deyarli har daqiqada sayyoramizning turli burchaklarida zamon tarraqqiyotning keskin ravishda rivojlanib ketayotganligini, jamiyatning aql bovar qilmas tarzda zamonaviylashib borishi, fan-texnikaning rad qilib bo'lmay yutuqlarini ommaviy vositalar orqali guvohi bo'lib turibmiz. Har bir kunimiz kuchli axborot oqimi ostida kechmoqda. Axborot oqimi bizni uyda, ishxona va ta'tilda ta'qib etadi. Inson axborot oqimidan holi, normal faoliyat yuritay olmaydi. Hayotni anglash, uni o'rganish axborotni yig'ish va o'zlashtirish orqali kechadi. Insonning bilimlilik darajasi ham ma'lum davr ichida shaxs tomonidan o'zlashtirilgan axborotning ko'p yoki ozligi bilan belgilanadi. Shuning

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uchun zamonaviy bilimlar sari yo‘l ochish ta’limotini ta’komillashtirishda yangi axborot texnologiyalaridan unumli foydalanish bugungi kunning talabiga ayalnib bormoqda.

O‘zbekiston Respublikasining “Ta’lim to‘g‘risida”gi qonuni ham pedagog-xodimlarning o‘z zimmasiga shu ma’suliyatni yuklaydi. Demakki, professor-o‘qituvchilarning zamonaviy pedagogik va axborot texnologiyalarini o‘quv jarayoniga joriy etish borasidagi ishlarini ommalashtirishga alohida e’tibor berish talab etiladi. Chunki, hozirgi zamon talablaridan biri talaba va o‘quvchi yoshlarning olgan bilimlarini mustahkamlashdan iboratdir. Olgan bilimlarini mustahkamlash va ularni boyitishda yangi axborot texnologiyalarining roli beqiyos kattadir. [1]

O‘zbekiston Respublikasi Prezidentining 2019-yil 29-apreldagi “O‘zbekiston Respublikasi xalq ta’limi tizimini 2030-yilgacha rivojlantirish konsepsiyasini tasdiqlash to‘g‘risida”gi PF-5712-son Farmonida o‘quv-tarbiya jarayonida o‘qitishning ilg‘or shakllarini, shu jumladan, masofadan turib o‘qitish shakllarini, yangi pedagogik va axborot texnologiyalarini joriy etish va samarali foydalanishni tashkil etish alohida o‘rin egallagan. [2]

Demakki, tilni mukammal biluvchi mutaxassis zaruriyati xorijiy tillarni o‘qitishda doimiy optimal va intensiv o‘qitish metodlari ustida izlanishlar olib borishni talab qiladi. Bugungi kunda xorijiy tillarni zamonaviy o‘qitish uslubi bilan bir qatorda texnologiya, kompyuter va interaktiv usullaridan ham keng foydalanishimizga to‘g‘ri kelyapti. Dars jarayonida yangi texnologiyalardan unumli foydalanish, masofadan turib o‘qitish usullarini keng joriy etish va, kerak bo‘lsa, xorijiy mamlakatlar bilan hamkorlikda media ta’limni tashkillashtirish o‘quvchi yoshlarga yangi imkoniyatlarni ochib beradi.

Media ta’limga to‘xtaladigan bo‘lsak, bu ta’lim kursi multimediami asoslangan multimediali elektron darslik asosida o‘qitiladi. Bu darslik asosan faqat o‘quvchiga qaratilgan bo‘lib, til o‘rganuvchi undan mustaqil ravishda shug‘ullansa ham bo‘ladi. Barcha qoida, ko‘rsatma va izohlar, balki xato hamda kamchiliklar kompyuter ekranida namoyon bo‘ladi.

U an’anaviy (kitobiy) darsliklardan bir qator afzalliklari bilan ajralib turadi. O‘rganuvchilar so‘zlarning talaffuziga qiynalsa, ularga so‘zlarni to‘g‘ri talaffuz qilgan holda o‘qish qoidalarini o‘rgatibgina

qolmasdan, balki ularni talaffuz qilish ko'nikmasini shakllanishiga ham yordam beradi. Bu esa o'z navbatida o'qituvchining auditoriyadagi qimmatli vaqtini bevosita muloqot qilish ko'nikmalarini o'stirishga, sarflashga imkoniyat yaratib beradi. Chunki til strukturasi o'ldirishga oid nafaol material, artikulyatsiya ko'nikmalarini hosil etish va h.k. auditoridan tashqarida kompyuter yordamida o'tkaziladigan mustaqil faoliyat evaziga amalga oshiriladi. [Erdogan, 2005: 72]

Bugungi kunda xorijiy tillarni zamonaviy o'qitish uslubi bilan bir qatorda yangi texnologiyalarni kiritish, media ta'lim bo'yicha hamkorlikda o'qitishda texnologiya, kompyuter va interfaol usullari qo'llaniladi. Media ta'lim kursi asosan o'quvchiga qaratilgan bo'lib, til o'rganuvchi undan mustaqil ravishda shug'ullansa ham bo'ladi.

Dunyoga nazar tashlaydigan bo'lsak, rivojlangan mamlakatlarning deyarli hamma oliy o'quv yurtlarida media ta'lim usullaridan foydalanishmoqda. Multimediyaga asoslangan interaktiv elektron darsliklar ushbu usuldagi ta'lim olish jarayonida eng yaxshi o'quv darsligi bo'lib qaraladi. Shuning uchun ham bugungi kunning eng dolzarb muammosi va vazifalaridan biri – barcha talablarga javob bera oladigan zamonaviy interaktiv elektron darsliklarni yaratish zarur. [Mangenot, 2006: 39]

Elektron darslik deganda, birinchi bo'lib kitobiy (an'anaviy) darslikning kompyuterdagi variantini tushunamiz. Aslida kompyuter bilan bog'liq ta'lim berishga, ma'lum bir yo'nalishga qaratilgan raqamlashtirilgan darsliklar hisoblanadi. Demak, elektron darsliklar :

- bosma matn darsligining raqamlashtirilgan nusxasi ;
- on-line darsliklar (ya'ni internet "web site" lari) ;
- multimediyaga asoslangan interaktiv elektron darsliklar ko'rinishida bo'ladi.

Ushbu multimediali elektron darsliklarni yaratishdan maqsad shuki, chet til o'rganuvchilar yangi zamonaviy texnologiyalardan xabardor bo'lishsin, darsliklardan unumli foydalana olishsin va axborot texnologiyalari yordamida o'qituvchining bor-yo'qligidan qat'iy nazar mustaqil ravishda interaktiv elektron darslikdan o'rganish imkoniyatiga ega bo'lishsin. Multimediali elektron darsliklar murakkab jarayonlarni amalga oshirish, bajarilayotgan ishlarning hammasini "jonli" ovoz bilan izohlab borishi, animatsiyalar yordamida biror jarayonning bajarilishi audio materiallar va video tasvirlar bilan o'quvchining

diqqatini jalb etadi. Chet til o'rganuvchilar darsda tilni o'rganish jarayonida ba'zi kamchiliklarga duch keladi, ya'ni aytishimiz mumkinki, darsda vaqt chegaralangan, dars jarayonida markazda o'qituvchi turadi, o'qituvchi har bir chet til o'rganuvchilar bilan individual tarzda shug'ullana olmaydi. Shunga o'xshash ko'plab holatlar chet tillarni o'rganishga xalaqit beradi. [Lutfullayev, 2003: 58]

Multimediali elektron darslikning mohiyati shundaki, chet til o'rganuvchilar tilni mustaqil tarzda va chegaralanmagan vaqt davomida o'zlashtirishiga imkoniyat tug'iladi. Chet til o'rganuvchilar yana shunday imkoniyat tug'iladiki, bu jarayonda markazda chet til o'rganuvchilar turadi, o'zining bilim doirasiga qarab, tilning hojlagan aspekti ustida ishlay olishi mumkin. Har qanday ko'nikmani o'zida mujassamlashtira oladi, muhimi, chet til o'rganuvchilar chet tillarda yozish, fikrlash va eshitish hamda muloqot qilish ko'nikmasidan bevosita foydalana oladi.

Bundan tashqari yoshlarga ta'lim va tarbiya berish jarayonida multimedia vositalarining ahamiyati juda ham muhim deb baholaymiz. Multimedia chet til o'rganuvchilarga jonli dunyoni haqiqiy yaratishda keng imkoniyatlarni yaratib beradi. Bunda chet til o'rganuvchilar shunchaki sust kuzatuvchi rolini bajarmasdan, balki audio-video tasvirda berilayotgan xodisalarda faol ishtirok etadi, shu bilan muloqot yoshlar uchun odatlangan tilda tovushli va video obrazlar shaklida bo'ladi.

Demak, multimediali elektron darslikning vazifasi an'anaviy o'qitish bilan birga yangi interaktiv dars o'tish usullarini kundalik amaliyotda qo'llashdan iborat. Yuqori texnologiyali axborotga boy zamonaviy dunyoda chet til o'rganuvchilarning muloqot, kasbiy va ta'lim faoliyatini muvaffaqiyatli amalga oshirish uchun zarur bilim, ko'nikma va malakalarni shakllantirish imkonini beradigan yangi uslublar zarur. O'rganilgan adabiyotlar asosida xorijiy tilni o'qitish jarayoniga samarali qo'llanilishi mumkin bo'lgan zamonaviy multimedia va raqamli texnologiyalarni, xususan, multimediali elektron darsliklarni integratsiyalash orqali ushbu maqsadga erishiladi, degan xulosaga keldik.

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INTEGRATING TRANSLATION INTO FOREIGN LANGUAGE TEACHING: ENHANCING LEARNING THROUGH STUDENT INVOLVEMENT IN RESEARCH

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Abstract. *This study explores the impact of student involvement in translation research as a strategy for enhancing translation education. Findings indicate that participation in research projects significantly improves students’ understanding of translation concepts, linguistic research methods, and professional skills such as problem-solving and data analysis. Additionally, students develop a deeper awareness of the role of readability in translation, particularly in influencing tourist*

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decision-making in the hospitality industry. The study highlights both the benefits and challenges of research-based learning, emphasizing the need for proper methodological training to maximize student engagement. The results suggest that integrating research into translation curricula enhances academic learning while preparing students for real-world translation practices. The study concludes with recommendations for incorporating research-based approaches in translation education to bridge the gap between theory and industry demands.

Keywords: *translation education, student involvement, research-based learning, readability, professional skills*

INTRODUCTION

Translation has long been an integral part of foreign language teaching, serving both as an instructional tool and a directly taught skill. Although the Communicative Language Teaching (CLT) approach dominates modern language learning, translation remains crucial in helping students understand linguistic and cultural differences between the source and target languages. However, traditional translation teaching methods often tend to be passive, where students merely memorize theories or translate texts without grasping their practical relevance. This presents a challenge in creating a more engaging and applicable learning experience.

Previous studies suggest that translation can serve as a stimulus for language acquisition, particularly in English learning [Siregar *et al.*, 2022]. Additionally, active student involvement in the translation process has been shown to enhance the quality of translated texts, particularly in terms of accuracy, acceptability, and readability [Setyaji, Sukmaningrum and Hawa, 2021]. However, a significant gap still exists in bridging translation theory with real-world practice that actively engages students.

To address this gap, integrating students into translation-related research emerges as an innovative approach that connects theory with practice. This method not only deepens their understanding of translation concepts but also hones their analytical, critical thinking, and problem-solving skills in real-world contexts. For instance, research on the readability of restaurant menu translations in the Tapal

Kuda region demonstrates how students can directly participate in data collection, analysis, and interpretation related to translation in an authentic setting.

The urgency of this approach continues to grow in response to industry demands for graduates with practical skills and strong research experience. In the era of globalization, translation is not merely a tool for cross-linguistic communication but also a means of enhancing information accessibility across various sectors, including the culinary industry, tourism, and international business. Therefore, translation teaching must evolve to meet these demands by offering more contextual and research-based learning experiences.

This article explores how translation can be taught more effectively by involving students in research. By examining the benefits, challenges, and implementation strategies of this approach, educators can develop more interactive, applicable, and professionally relevant teaching methods.

REVIEW OF RELATED LITERATURE

Translation in Foreign Language Teaching

Translation has long been used as an approach in foreign language teaching, offering students the opportunity to understand the relationship between the source and target languages, as well as the cultural aspects involved in the translation process [Cook, 2010]. Several studies have shown that translation helps students develop linguistic awareness and critical thinking skills in language learning [Károly, 2014]. However, in practice, traditional translation teaching methods often fail to provide students with direct, real-world experience, limiting their understanding of translation in practical contexts.

Student Involvement in Research as a Learning Method

Research-based learning has been widely applied across various disciplines to enhance students' learning experiences. Healey and Jenkins [2009] argue that student involvement in research not only deepens their understanding of academic material but also develops analytical, collaborative, and problem-solving skills. In the context of language education, engaging students in research can help them see

how linguistic and translation theories are applied in real-life situations [Borg, 2010].

Effectiveness of Student Involvement in Translation Research

Several studies have highlighted the benefits of student participation in translation research. For example, a study by Kiraly [2015] found that project-based translation approaches enable students to develop professional skills and a deeper understanding of translation practices. Additionally, González-Davies and Enríquez-Raído [2016] emphasize that students actively involved in translation research tend to exhibit higher confidence levels and stronger analytical skills compared to those who learn through conventional methods.

Readability in Translation and Its Implications for Language Teaching

Readability is a key factor in assessing translation quality, particularly in industries such as tourism and culinary services. Nababan et al. [2012] developed an evaluation framework for readability in translation, which has been widely used in linguistic research. Jiménez-Crespo [2017] further highlights that readability significantly influences how readers comprehend and interact with translated texts. Therefore, teaching students about readability through research involvement can provide them with practical insights into real-world translation applications.

Implications for Translation Teaching in Higher Education

Integrating research into translation teaching offers an innovative approach that enhances learning effectiveness. A research-based learning model allows students to understand translation theories not only from a theoretical perspective but also through hands-on, practical experience [Kiraly, 2000]. This approach bridges the gap between academia and industry needs, better preparing students for careers in translation and applied linguistics.

METHOD

This study employs a qualitative approach to explore students' perceptions of the effectiveness of their involvement in translation research as part of foreign language teaching. The research aims to understand the extent to which student participation in research

enhances their comprehension of translation concepts and research methods in a linguistic context.

1. Research Design

This study follows a qualitative descriptive design, focusing on students' experiences during their engagement in translation research. The primary objective is to identify the benefits, challenges, and overall effectiveness of this method in supporting student learning.

2. Participants

The participants in this study consist of 10 English language students who actively took part in a research project on the readability of translated restaurant menus in the Tapal Kuda region. These students were involved in various research stages, including data collection, data processing, and analysis of research findings.

3. Data Collection Techniques

Data were gathered using two primary methods:

- **Semi-Structured Interviews:** Conducted to explore students' perceptions of their research experience, the challenges they encountered, and the benefits they gained.

- **Student Reflective Journals:** Students were asked to write reflective journals about their research experience, detailing the skills they developed and the impact of their involvement on their understanding of translation and linguistic research.

4. Data Analysis Techniques

The collected data were analyzed using thematic analysis, categorizing interviews and reflective journals into key emerging themes such as academic skill development, comprehension of translation concepts, and challenges faced by students.

5. Data Validity

To ensure data validity, source triangulation was conducted by comparing interview findings with students' reflective journals. Additionally, group discussions with participants were carried out to validate the research findings.

Discussion

1. Student Involvement in Research as a Strategy for Teaching Translation

The findings of this study indicate that student involvement in translation research provides valuable experience in understanding

translation concepts and linguistic research methods. Most students reported that their participation enriched their academic knowledge and enhanced their analytical skills. This aligns with the study by Healey and Jenkins [2009], which suggests that engaging students in research can improve their conceptual understanding and critical thinking abilities.

Furthermore, Kiraly [2015] emphasizes that research-based approaches in translation education help students develop broader professional skills, including problem-solving and data analysis. In this study, students involved in data collection, processing, and analysis demonstrated a deeper understanding of readability in translation and its real-world implications.

However, students faced several challenges, particularly a lack of initial understanding of research methods. This highlights the need for foundational training before engaging in research projects. Borg [2010] asserts that the effectiveness of student involvement in research depends significantly on the extent of methodological guidance provided.

2. The Relationship Between Translation Readability and Tourist Decisions: Student Perspectives

One of the key findings of this study is students' awareness of the role readability plays in restaurant menu translation. Students involved in the research recognized that readability significantly influences tourists' decision-making when selecting food. Nababan et al. [2012] developed a readability evaluation model demonstrating that well-structured, easily understood texts are more acceptable to readers.

In this study, students engaged in data analysis reported a better understanding of how linguistic factors, such as word choice and sentence structure, affect the readability of translated texts. These findings support the research by Jiménez-Crespo [2017], which highlights the importance of readability in improving accessibility and attractiveness in commercial translation.

Additionally, this study revealed that students became more aware of the relevance of translation in the tourism industry. González-Davies and Enríquez-Raído [2016] argue that project-based learning in translation enhances students' awareness of real-world challenges in professional settings. By involving students in this research, they not

only understood the theory of readability but also observed how it is applied in practice.

3. The Benefits of Student Involvement in Research for Foreign Language Education

A primary objective of this study was to explore whether student participation in research enhances the effectiveness of foreign language teaching. Findings indicate that students who engaged in this research felt more confident in understanding and analyzing academic texts. This aligns with Károly [2014], who suggests that translation serves as a tool for developing students' linguistic awareness in language learning.

Furthermore, students reported improvements in their critical thinking skills. They not only grasped the concept of readability in translation but also identified factors influencing tourist preferences regarding restaurant menus. Cook [2010] states that translation in language teaching can foster analytical thinking skills in a more contextual and applicable manner.

However, the study also identified challenges in implementing this method. One of the main obstacles was the time required for students to adapt to the research process. Healey and Jenkins [2009] note that while research engagement enhances academic understanding, the workload can pose challenges in academic settings.

4. Implications for Translation Teaching and Curriculum Design

The findings of this study offer several implications for translation education and curriculum development in higher education.

First, the results confirm that integrating research into translation instruction enhances students' understanding of linguistic concepts and the practical aspects of translation. Educational institutions should consider adopting research-based learning models in translation courses.

Second, the study highlights the need for more systematic guidance before students engage in research. Kiraly [2000] suggests that project-based translation learning should be accompanied by sufficient training to maximize student benefits. Therefore, instructors implementing this approach should provide introductory sessions covering research methodology in depth before students begin their research projects.

Finally, this research underscores the importance of providing real-world experiences to students in translation education. By understanding how translation is applied in the tourism industry and other sectors, students can better prepare for professional challenges in the future. González-Davies and Enríquez-Raído [2016] emphasize that practice-based experiences help students develop professional skills more relevant to the job market.

CONCLUSION

This study highlights how student involvement in research can serve as an effective strategy for teaching translation and foreign languages. The findings indicate that participation in data collection, processing, and analysis provides students with firsthand experience in understanding linguistic aspects and research methodologies. Most students reported that their engagement in research enhanced their comprehension of readability in translation while also strengthening their critical and analytical thinking skills.

Additionally, the study reveals that translation readability in restaurant menus significantly influences tourist preferences. Students became more aware that translation is not merely a linguistic process but also impacts social and economic aspects within the tourism industry.

Despite its benefits, this approach presents challenges, such as students' initial lack of research methodology knowledge and the difficulty of balancing academic studies with research participation. Therefore, structured guidance should be provided before students engage in research projects.

Overall, this study underscores that research-based learning can be an effective tool in translation education. By allowing students to participate in research, they develop broader academic and professional skills essential for their future careers. These findings offer valuable insights for educational institutions in designing curricula that are more experience-driven and research-oriented in language and translation teaching.

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EFFECTIVE TEACHING METHODS FOR COLLOCATIONS IN EFL LEARNERS

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Abstract. *It is in consideration to this that the aim of this investigation is to identify the effective teaching strategies of collocations and the way in which these ways of teaching are developed for students of English as a foreign language. The aim of this article is not only considering the teaching strategies above-mentioned but to give some information about the use of collocations concerning the issue as well.*

Key words: *teaching strategies, technology, education, training, teaching methods, collocations, essential collocation vocabularies, use of collocations, electronic libraries.*

The main task of the high school - disclosure abilities of each student, education of the individual, ready-to-life high-technological, competitive world. Main goal is to teach children to speak fluently in English, to write, and read correctly in English, so that each lesson brings not only knowledge but also the joy of learning that students believe in their abilities. I actively use in my work effective teaching strategies (methods) of collocations in EFL learners which allow us to collaborate with students, to awake interest in them. Language teaching, like any other topic, has undergone a lot of changes. It has shifted to role-plays, interactive games, short visuals, etc. from the traditional ways, such as lectures by facilitators with only a blackboard to support and spell repetition and grammar worksheets, have shifted to role-plays. In general, everything you teach needs to be relevant to the students' environment, as students are the focal point of the teaching and learning process.

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Collocations are word combinations that frequently appear together in a natural and predictable way. As far as meaning is concerned, there is an arbitrary relationship between the words which constitute collocations, rendering some combinations of words sound “right” to native English speakers and some others unnatural. According to the Macmillan essential dictionary: we say, for example, ‘take a look’ and ‘have a look’ but not ‘make a look’ or ‘get a look’. There is no reason or rule that tells us why we use some words with ‘look’ but not others. Looking up the meaning of take or have in the dictionary won’t help us find the answer. Collocations, either fixed or more flexible, are the result of many years of habitual use by fluent speakers of the language. Collocation means the way that words form predictable relationships with other words. Knowing the “meaning” of a word is not only knowing its dictionary definition but also knowing the kind of words with which it is often associated (2003 p 513).

Collocations are very important for achieving proficiency in English because they help learners to speak more naturally and fluently. When students rely on word-for-word translations or compose sentences without understanding collocations, their speech may appear awkward or stilted. For example, a student might say ‘do a decision’ instead of ‘make a decision’ or ‘big rain’ instead of ‘heavy rain,’ which would sound unnatural to a native speaker. Teaching students collocations allows them to create more precise and fluent formulations.

Collocations refer to combinations of words that usually occur together to create a natural and coherent expression in a language. In English, these pairs of words fall into various categories, including:

- **Verb-Noun Collocations:** For example, “make a decision,” “do homework,” or “take a risk.” These pairings sound correct to native speakers because they are frequently used together, while alternative combinations, such as “do a decision” or “make homework,” would sound unnatural.

- **Adjective-Noun Collocations:** Common examples include “strong coffee,” “heavy rain,” and “serious problem.” These combinations are essential for learners to recognize as they often appear in everyday communication and texts.

- **Adverb-Adjective Collocations:** Phrases such as “completely wrong,” “highly successful,” or “deeply concerned” fall into this

category. These combinations give more nuance to sentences and are vital for expressing degrees of certainty or emotion.

• **Noun-Noun Collocations:** Examples include “a surge of interest,” “a sense of accomplishment,” or “a series of events.” These pairs are often more complex but are still crucial for students to master as they progress in their language learning.

These collocation types serve as building blocks for natural language use. When learners recognize these patterns, they gain confidence in both understanding and producing English, allowing them to communicate with greater ease and fluency.

In addition, mastery of collocations promotes both receptive (listening and reading) and productive (speaking and writing) skills. Understanding collocations enables learners to better understand texts or conversations in which these common word pairs occur. It also enhances their ability to express themselves smoothly and clearly in their own speech. For these reasons, the study of collocations should be a key part of any comprehensive language learning program.

Several strategies can effectively teach English language learners about collocations. For example, exposing learners to authentic language through reading and listening exercises can show how collocations are used in context. Direct instruction of collocations, use of dictionaries or online tools, and practice through gap-filling exercises or games are also useful methods. Encouraging students to use collocations in speaking and writing reinforces what they have learnt and builds confidence in natural language use.

It is also important to integrate collocation learning into everyday classroom activities. Whether through structured exercises or informal discussions, constant exposure to these word pairs helps students to internalize them over time.

One of the most effective ways to teach collocations is by exposing students to authentic language. Authentic materials, such as novels, articles, podcasts, or even television shows, offer rich examples of how collocations are used in natural, everyday contexts. Through repeated exposure, students can absorb these word pairings in a way that helps them internalize patterns of language use. Research by Schmitt (2000) emphasizes the importance of extensive input in language learning, highlighting that learners benefit from frequent encounters with

collocations in diverse contexts. When students read texts or listen to conversations where collocations are naturally embedded, they begin to notice patterns in how words are paired. For example, reading a novel may expose students to phrases like “take a risk,” “make a suggestion,” or “heavy traffic,” while listening to a podcast might introduce them to collocations such as “deeply concerned” or “highly successful.” By seeing and hearing these word combinations repeatedly, students become more familiar with their usage and are better able to incorporate them into their own language production.

Teachers can encourage this exposure by selecting reading materials and audio sources that are rich in collocations. Providing students with tasks that direct their attention to these collocations—such as underlining or noting down common word pairings—can further enhance their learning. As Nation (2001) points out, drawing learners’ attention to collocations during the input stage is crucial for retention.

Awareness-raising activities are another effective method for teaching collocations. These activities help students identify and remember collocations, building their ability to use them correctly. One such activity is the **gap-fill exercise**, where students are given sentences with missing collocates and must choose the correct word to complete the collocation. For example, students might be presented with the sentence “She made a _____ decision” and must choose between “big,” “strong,” or “serious.” These exercises reinforce the correct word pairings and allow students to practice in a low-stakes environment.

Matching exercises are another helpful tool for teaching collocations. In these activities, students are provided with two lists: one of base words (e.g., “make,” “take,” “do”) and another of collocates (e.g., “a decision,” “a risk,” “homework”). The task is for students to match the base words with the correct collocates. This activity enhances their ability to recognize common word pairings and helps them commit these collocations to memory.

Collocation bingo is a more interactive way to engage students with collocations. Teachers create bingo cards with various base words, and as collocations are called out (e.g., “take a risk”), students mark the corresponding base word on their card. The first student to complete a row wins. This game-based activity provides a fun and memorable way to practice collocations and can be especially effective in larger classes.

Another useful technique is the **noticing task**, where students are asked to identify collocations in a text they have read or listened to. This task encourages them to pay closer attention to word pairings and reflect on how they are used in context. According to Nation (2001), noticing tasks is essential for helping learners internalize collocations and use them more effectively in their communication.

Incorporating such tasks into the learning process not only increases students' awareness of collocations, but also gives them the opportunity to practice using them. By engaging students in a variety of assignments, instructors can consolidate the learning of collocations in a way that is both structured and enjoyable.

Ultimately, learning word combinations is a long-term endeavor, and constant practice is key to student success. By using a variety of methods and emphasizing natural language use, teachers can help their students gain the confidence and skills necessary to use collocations effectively in real-life communication.

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YUQORI SINF O'QUVCHILARIDA INGLIZCHA MATN O'QIB TUSHUNISHDA TIL TAJRIBASINING KO'CHISHI HAQIDA (IXTISOSLASHTIRILGAN MAKTABLAR MISOLIDA)

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Annotatsiya: *ushbu maqolada yuqori sinf o'quvchilari ingliz tilini o'rganishlarida, matnlar o'qib tushunishda ona tili va ikkinchi tilning ingliz tilini o'rganish jarayoniga ijobiy va salbiy ta'siri xususida fikr yuritiladi.*

Kalit so'zlar: *kommunikativ kompetensiya, til tajribasi, ko'chish, transpozitsiya, interferensiya, tillararo ta'sir*

O'quvchilar ingliz tilini o'rganishda ona tili va avval o'rgangan ikkinchi tilga (masalan, o'zbek tili yoki rus tili) oid bilimlarini ixtiyorsiz ravishda qo'llashi kuzatiladi. Tillarning ijobiy ta'sirini transpozitsiya (yordam beruvchi ta'sir), salbiy ta'sirini esa interferensiya (halaqit beruvchi ta'sir) deb ataladi. Mazkur hodisa jahon tilshunoslari va uslubchilari tomonidan keng tadqiq etib kelinmoqda va uni amaliy tilshunoslikning bir bo'limi sifatida o'rganish davom etmoqda. Jahon olimlari ushbu hodisani L1 interference (ona tili ko'chishi), linguistic interference (til interferensiyasi), crosslinguistic influence (tillararo

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ta'sir), transference (transfer), interference (interferensiya) kabi turli atamalar bilan nomlashadi.

Interferensiya hodisasini til bilimlarining zararli ko'chishi, transpozitsiyani esa til bilimlarining zararsiz ko'chishi deb tushunib olishimiz ham mumkin. O'qituvchi, chet til muallimi til materiallarining ijobiy va salbiy ta'sir ko'rsatuvchi manbalarini aniqlashtirib olishi va tillarning ijobiy ta'sir qiluvchi xususiyatlaridan darsda unumli foydalanishi lozim.

Taniqli olim Deniel Braun ingliz tilini o'qitish jarayonini muvaffaqiyatli tashkil etilishi uchun zarur bo'lgan, o'qituvchilar faoliyati davomida dasturulamal sifatida, doimo yodda tutishi va inobatga olishi kerak bo'lgan 12 tamoyilni ko'rsatib o'tadi. [Brown, 2000:55.] Olim ushbu tamoyillarni kognitiv (onglilik), affektiv (hissiy) va lingvistik (tilga oid) turlarga ajratib taqdim etadi. Braunning tushuntirishicha, ona tilidan orttirilgan til tajribasi lingvistik tamoyillar sirasiga kirib, chet til muallimi inobatga olishi va o'quvchi nutqida e'tibor qaratishi lozim bo'lgan ona tili ta'sirini hisobga olish (the native language effect) va o'rta til (interlanguage) hodisalarini keltirib o'tadi. Braun ona tili ingliz tili o'rganish jarayonida osonlashtiruvchi (Facilitating) va halaqit beruvchi (interfering) ta'sirlarga ega ekanligini ta'kidlaydi.

Ingliz tilini o'zlashtirishni osonlashtiruvchi xususiyatlar qatoriga o'zbek va ingliz tillarining o'xshash alifbo tizimidan foydalanishi, qonunchilik ("ID karta", "passport"), fan va texnika erishgan yutuqlar ("smartfon", "computer", "radio", "IT", "AI"), yoki sportga oid tushunchalarni ifodalovchi ("tennis", "football", "out", "penalty", "goal") xalqaro miqyosda qo'llaniluvchi, o'zbek tiliga yangi o'zlashgan so'zlarning ikki tilda ham mavjudligi, fe'l zamonlarining mohiyatini tushunishda shaklan bo'lmasada, mazmunan o'xshashliklar borligi (ingliz tilida "present continuous"ning yaqin kelajak uchun rejalashtirilgan ish-harakatni ifodalashi, masalan, "I'm going to Tashkent tomorrow" (Men ertaga Toshkentga ketyapman)), o'qishda esa ikki tildagi matnlarning ham chapdan o'ngga qarab o'qilishi, ixtisoslashtirilgan maktablar o'quvchilariga esa ingliz tilidagi matnlarni o'qib tushunishda ularning o'zbek tilida matnlar o'qish orqali orttirgan o'qish strategiyalari bo'yicha tajribasi (umumiy mazmunni tushunishga

intilish, aynan bir ma'lumotni topishga qaratilgan o'qish, mazmunni fahmlash va hokazo) kabilarni kiritishimiz mumkin.

Metodist olim Jamol Jalolov ingliz tilini o'qitishda o'quvchining til tajribasini hisobga olish muhim ekanligini qayd etgan holda, O'zbekistonlik o'quvchining til tajribasini uch tildan (ona tili, rus tili va chet tili) yig'ilgan bilim, ko'nikma va malakalar majmuasi ekanini, va uning hajmi, qo'llanish ko'lami va o'zaro bog'liqligi masalalari metodikaning til tajribasini hisobga olish tamoyili doirasiga kirishini aytib o'tgan. [Jalolov, 2012:5]

Rus olimasi Yelena Solovova chet tilini o'rganishda ona tilining ijobiy ta'sir etishini ruscha "perenos" (ko'chirish, olib o'tish) deb ataydi va ona tilida egallangan til tajribasining salbiy ta'sirini "interferensiya" deb nomlaydi. [Solovova, 2005:30] Olimlarimizdan O'.Xoshimov va I.Yoqubovlar o'quvchilar ingliz tili materialini o'rganayotganida o'quvchida shakllangan o'zbek va rus tillariga oid bilimlari ta'sir o'tkazishini, bu ta'sirni "ko'chirish" deb atalishini qayd etishgan. Til o'qitish chog'ida ushbu ko'chirish hodisasiga e'tibor qaratish lozimligi ta'kidlanadi. [Xoshimov, Yoqubov, 2003:73]

Buyuk Britaniyalik olim Pit Korder va Xitoylik tilshunos Tomas Skovel o'z izlanishlari natijasida til o'rganuvchilar ingliz tilini o'rganishda duch keladigan qiyinchiliklar, til birliklarini amaliyotda qo'llashda yo'l qo'yadigan xato va kamchiliklarining asosiy sabablaridan biri sifatida o'quvchilarda mavjud ona tili va ikkinchi til tajribasining xorijiy tilni o'zlashtirish jarayoniga beixtiyor ko'chirilishi degan xulosaga kelishadi. [Corder, 1967:158]

Vengriyalik olim J. Sarosdy til tajribasining yangi o'rganilayotgan tilga ko'chirishni "Language transfer" (til ko'chishi) deb nomlab, ona tili va xorijiy til o'rtasida yaqinlik bo'lsa, yoki farqlar unchalik katta bo'lmasa (masalan, bir til oilasining ayni bir shahobchasiga kiruvchi tillar, o'zbek-qirg'iz tillari, nemis-golland tillari kabi) til tajribasining ijobiy ko'chishi sodir bo'lishini yozadi. Ona tili va o'rganilayotgan yangi til o'rtasida farqlar katta bo'lsa, bu holatda salbiy ko'chish, ona tili interferensiyasi yuz berishi ehtimoli yuqori. Sarosdi interferensiya hodisasi talaffuz, grammatika, leksika, sintaksis va morfologiya kabi tilning har qanday jabhasida kuzatilishi mumkinligini ham aytib o'tgan. [Sarosdy, 2006:125]

Tadqiqotchi M. Zokirov “Inson o‘z tili chiqqan tildan boshqa tilni o‘rganishida o‘z ona tilisi me‘yorlarini chet tili o‘rganish jarayoniga ixtiyorsiz tadbiiq etib borishi kuzatiladi. Agar o‘rganilayotgan chet tili ona tilidan tubdan farq qilsa, o‘rganuvchi til interferensiyasi (lingvistik interferensiya) hodisasiga duch keladi” deya fikr bildiradi. [Zokirov M., 2007:11]

Interferensiya hodisasi aslida ruhshunoslikka oid bo‘lib, psixologiyada yangi ma‘lumot yoki odatni o‘rganish yoki eslab qolishga boshqa, avvalgi o‘rganilgan ma‘lumot yoki odatning aralashishi sababli qiyinchilik yuzaga kelishini belgilovchi tushunchadir. [Tomlinson, Huber, Rieth, Davelaar, 2009] Til o‘rganish jarayonida kuzatiluvchi interferensiya hodisasi lingvistik interferensiya (til ko‘chishi) deb ataladi.

Tadqiqotchilardan M.To‘rayeva interferensiya hodisasini tilshunoslik nuqtai nazaridan ikki tilli (bilingual-zullisonayn) shaxslarning muloqotida o‘zlari bilgan ikki tilga oid lingvistik unsurlarning bir-biriga ta’siri sifatida tushuntiradi. [Turayeva M., 2020] Bu fikrga ko‘ra interferensiyani ikki tilning o‘zaro tengligi sababli yuzaga keluvchi ta’sir deb tushunsa bo‘ladi, ya’ni bu holda asosiy ta’sir o‘tkazuvchi dominant (yetakchi til) bo‘lmaydi. Bu fikr ham boshqa fikrlardan ajaralib turishi bilan qiziqarli ekanligini ta’kidlab o‘tish joiz albatta. M.To‘rayeva til tajribasining ko‘chishini “Ingliz tili o‘rganish jarayonida o‘quvchilar nutqida til kodlarining aralashishi, qorishib ketishi natijasida sodir bo‘lib, til o‘rganish jarayoniga ta’sirini o‘tkazuvchi hodisa.” deya ta’rif beradi Lekin aksariyat metodistlar va tilshunoslar interferensiya hodisasi yuzaga kelishida ona tilining dominantligi (yetakchi til sifatidagi o‘rni) sabab bo‘ladi deb hisoblaydilar. Til interferensiyasining oldini olish uchun uning omillarini aniqlash va turli amalga oshish sathlarini tushunish zarur. Tillararo interferensiya hodisasi, bizningcha, fonetik, leksik, grammatik, orfografik, sintaktik, semantik sathlarda yuz berishi mumkin.

Tadqiqotchi Y.Yormatova “Har qanday tildagi interferensiya hodisasi uning intonatsiyasida yorqin namoyon bo‘ladi.” deya fonetik interferensiya omillaridan biri sifatida intonatsiyani ko‘rsatadi. [Yormatova Y.N., 2021] Ayrim olimlar esa intonatsiyani interferensiyaning alohida turi sifatida belgilashganiga guvoh bo‘lamiz.

Misol qilib aytadigan bo'lsak, rus tilshunos olimasi G.M.Vishnevskaya, bilingv (ikki til sohibi) nutqidagi intonatsion tizimlarning tabiiy yoki sun'iy til kontakti sharoitida o'zaro ta'sir etishini intonasion interferensiya, deb ta'kidlagan. O'quvchilar tomonidan ona tili, ikkinchi til va chet tili intonatsion modellarining ona tili bo'lmagan tildagi nutqda beixtiyor qo'llab yuborishi muloqot davomida maqsadning noto'g'ri anglanishiga olib kelishi mumkin. Bu esa o'z navbatida til me'yorlari va qoidalarining buzilishiga sabab bo'lishi mumkin. O'quvchilar tomonidan yo'l qo'yiladigan navbatdagi xatolik bu uning o'zlashtirgan chet tili intonatsion modellarini taxminan yoki yetarli darajada bilmay turib muloqot jarayonida qo'llab yuborishidir.

Ixtisoslashtirilgan maktablar o'quvchilarining ingliz tilida kommunikativ kompetensiyasini, ayniqsa gapirish malakalarini til sohibi nutqiga yaqinlashtirishda intonatsiya bo'yicha bilimlar shakllantirilishini ham muhim jihatlardan biri sifatida bilamiz. Mashxur olim Penni Ur ta'kidlaganidek, talaffuzni o'rgatishning bosh maqsadi o'quvchilarda chet tilida muvaffaqiyatli muloqot qilish imkonini beradigan darajadagi talaffuzni shakllantirishdir. [Ur P. 2009:52]

Ingliz tilini o'qitish metodikasida orttirilgan ko'p yillik tajribalar natijasida til interferensiyasi yuzaga kelishining bir qancha omillari aniqlangan. Ushbu omillar qatoriga ona tili ta'siri, ikkinchi til ta'siri, **ijtimoiy-siyosiy, iqtisodiy va madaniy o'zgarishlar**, ta'lim metodologiyasidagi o'zgarishlar va **ingliz tilining turli standartlari mavjudligi kabilarni kiritishimiz mumkin.**

1. Ona tili ta'siri-O'quvchilarning ona tili (L1) yangi tilni o'rganishda grammatik, fonetik va sintaktik xatolarga olib kelishi mumkin;

2. Ikkinchi (chet) til ta'siri- Yurtimizda o'quvchilar maktabda rus tilini yoki qo'shimcha to'garaklarda boshqa bir tilni o'rganib borishadi. Ushbu til qoidalari va so'zlashuv uslubi ingliz tilini o'rganishga xalal berishi ham mumkin;

3. Ijtimoiy-siyosiy, iqtisodiy va madaniy o'zgarishlar-Jamiyatdagi o'zgarishlar va ta'limga bo'lgan talab ingliz tilini o'rgatish uslubiga ta'sir qiladi. Bu esa o'rganish jarayonining notekis kechishiga sabab bo'ladi. Ya'ni, hukumat qarorlari, til sertifikatlari uchun belgilangan imtiyozlar sababli o'quvchilar va o'qituvchilar orasida yoppasiga til o'rganish avj olishi, o'quvchilarning ba'zan maktabda,

to'garaklarda boshqa-boshqa ustozlardan tahsil olishi ham metodik interferensiyaga olib kelishi ham kuzatiladi (hamma o'z bilganicha o'rgatishi, metodlar turfa hilligi, bir-biriga nomutanosibligi);

4. Ilmiy fikrlarning rivoji- Tilshunoslik va ta'lim metodologiyasidagi o'zgarishlar ba'zan murakkabliklar keltirib chiqarishi ham mumkin;

5. Ingliz tilining turli standartlari mavjudligi- ingliz tilining britancha, amerikacha yoki boshqa mintaqaviy variantlarining o'qituvchilar, YouTube tarmog'i videolavhalaridagi so'zlovchilar, ba'zan til sohiblari nutqida ham, bir-biriga qorishtirib qo'llanishi o'quvchilarda chalkashliklarga olib keladi.

Foydalanilgan adabiyotlar:

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ARTISTIC INTERPRETATION OF THE THEME OF WAR IN ERNEST HEMINGWAY'S NOVELS (IN THE EXAMPLE OF “A FAREWELL TO ARMS”)

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Annotation: War themes are an essential component of Ernest Hemingway's legacy, as he is considered by many to be one of the most important American writers of the 20th century. Hemingway's approach to writing about war was influenced by his experiences in World Wars I and II, and his examination of war themes in his books offers readers important insights into what it's like to be a person in combat. Readers can better comprehend the effects of war on people and society, as well as the nuanced feelings and interpersonal interactions that surface during times of conflict, by studying Hemingway's war themes. The long-term psychological repercussions of war, as well as how love, brutality, and masculinity shape combat experiences, are all clarified by Hemingway's writing.

Keywords: War, a farewell to arms, the influence of war, the character analysis of the chosen novel.

INTRODUCTION

Hemingway's writing on the subject is influenced by his own experiences with war, which include his work as an ambulance driver during World War I and as a correspondent during the Spanish Civil War and World War II. His investigation of these topics demonstrates his dedication to comprehending and portraying the human experience of warfare, as does his intimate awareness of the psychological and

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physical toll that war has on both troops and civilians. During World War I, Hemingway was injured by mortar fire while driving an ambulance. In 1918, he received the Italian Silver Medal of Bravery in recognition of his valor. He served as a combat correspondent for Collier's Magazine during World combat II and witnessed a number of significant occasions, such as the landings in Normandy. Hemingway's writing was significantly impacted by his military service. His perspective was molded by his experiences during the war, which also affected the themes and characters in his books. He also wrote about the effects of war on people and society as a result of his experiences. Ernest Hemingway has been dubbed the most significant novelist of the 20th century. He gained global recognition in 1929 upon the release of *A Farewell to Arms*, and although if the caliber of his subsequent writing steadily declined, his notoriety grew until his death in 1961 and further. One notable example of this is the 1958 film adaptation of *The Old Man and the Sea*. It's difficult to think of a literary work that isn't a good fit for the big screen, but Hemingway's fame at the moment of its release was so great that Hollywood decided to make the movie. But Hemingway accomplished more than just fame. He was a superb writer, if imitation is the purest form of imitation. Hemingway's effect may be clearly seen in a vast number of his successors, particularly after reading *A Farewell to Arms*. Three facets of this effect have been identified: the "Papa" Hemingway lifestyle, thematic, and stylistic. In his study *Love and Death in the American Novel*, literary scholar Leslie Fiedler makes the case that the traditional American literary hero is a brave, simple, and (in the end) lonesome soldier, sailor, or cowboy.

DISCUSSION

A Farewell to Arms, which is primarily set in Italy during World War I, laments the atrocities of war while putting the participants in it in a human light. The protagonists put out endless effort to uphold their aspirations for happiness while honoring their comrades in arms. The war is accurately and historically described by Ernest Hemingway. However, his characters have a range of opinions and opposing viewpoints and are incredibly human. Their lively discussions compel us to participate in their discussions, which helps us clarify our own opinions on war. Although there aren't many female characters in *A*

Farewell to Arms, the ones we do encounter are remarkable. Since they are all either prostitutes or nurses, they in many respects fit into stereotypical ideas of women or traditional female gender roles. However, they violate and question gender norms in their quest for pleasure and morality in a war-torn world, exposing themselves as merely human—flawed, brittle, courageous, and frequently loving.

As they attempt to act morally in a society that is disintegrating before their very eyes due to the stresses of war, the protagonists in *A Farewell to Arms* stretch the boundaries of bravery. They even have the courage to welcome any joy they come across. Every such embrace makes them question their own courage because, in the midst of agony and suffering, happiness nearly seems indecent. Ernest Hemingway's poignant and thought-provoking tragedy explores the nature of cowardice and bravery.

We struggle with the characters in *A Farewell to Arms* as they attempt to communicate effectively in order to gain understanding. The book demonstrates how this battle is heightened during times of war. On the battlefield, good communication can make the difference between life and death. A great deal of personal communication is achieved through pages and pages of beautiful dialogue. Furthermore, since it's Hemingway, what isn't said or conveyed directly matters just as much as what is. Literary, journalistic, and even intimate forms of communication are still influenced by this Modernist masterpiece and Hemingway's writing style in general. We struggle with the characters in *A Farewell to Arms* as they attempt to communicate effectively in order to gain understanding. The book demonstrates how this battle is heightened during times of war. On the battlefield, good communication can make the difference between life and death. A great deal of personal communication is achieved through pages and pages of beautiful dialogue. Furthermore, since it's Hemingway, what isn't said or conveyed directly matters just as much as what is. Literary, journalistic, and even intimate forms of communication are still influenced by this Modernist masterpiece and Hemingway's writing style in general.

Disparities resulting from disparate political and geographic identities are frequently eliminated by *A Farewell to Arms*. These distinctions sometimes come to the fore when one group of men is

shooting at another group of men. In the book, an English woman and an American man meet in Italy during World War I. During World War I, they both assist in caring for the injured. Furthermore, we are all from the same nation when it comes to pain. The land of suffering. However, in Ernest Hemingway's tragic romance, foreignness is neutralized by more than just pain. Love performs much better. The book paints a tender picture of Italy and its citizens, including those from other countries. The classic book *A Farewell to Arms* by Ernest Hemingway depicts the human condition amid the chaos of war. Set in the midst of World War I, the 1929 narrative traces the adventures of Lieutenant Frederic Henry, an American ambulance driver serving in the Italian army. The narrative examines themes of love, loss, and perseverance in the face of hardship via his connection with English nurse Catherine Barkley. The story has an emotional depth that readers can relate to because of Hemingway's unique writing style, which is characterized by simplicity and directness. The book also explores the pointlessness of war and the search for one's own purpose in the face of immense devastation.

Frederic Henry is stationed in Italy at the start of the book, where the harsh realities of the war are constant. Frederic initially has a disinterested and uncaring attitude toward the war, despite the chaos all around him. He concentrates on his daily responsibilities and the occasional outing with his fellow soldiers. When he meets Catherine Barkley, an English nurse stationed nearby, his life drastically changes. Frederic's easygoing manner contrasts with Catherine's fragility as she mourns the loss of her fiancé. In the middle of the conflict, their relationship starts out tentatively and is characterized by a feeling of mutual healing. We must discuss the character Frederic's age before moving on. We don't get it from the rotten narrator. It simply never comes up. The narrator doesn't recall it being addressed or considered, or doesn't think it's necessary to say, but the people he's engaging with can tell how old he is just by looking at him and talking to him. It is not essential to comprehending the story.

Frederic is a kind partner to Catherine (they never argue, and he never treats her badly), and he is a nice friend to his buddies (he will risk his life to feed them). He is a courageous and heroic ambulance driver who put his life in danger to treat World War I soldiers who were

injured. Additionally, when the war started, he was pursuing an architecture degree, but he put it on wait to help the suffering soldiers. He reads the paper constantly and is aware of global events. He is open to conversing and listening to anyone. That's not all, though. Critics Judith Fetterly and Millicent Bell contended in the 1970s and 1980s that Ernest Hemingway's hatred of women was demonstrated by the character of Catherine in *A Farewell to Arms*, which demonstrates Hemingway's sexism and misogyny. Subsequent female commentators, such as Sandra Whipple Spanier, contend that Catherine is the true heroine of the narrative and that she demonstrates Hemingway's great understanding and compassion for women. The death of Catherine at the end of the book, according to Fetterly, demonstrates that Hemingway believed "the only good woman is a dead woman." This seems a bit far to us. The fact that women die frequently in fiction does not imply that the authors are anti-women. throughout addition, far more men than women perish throughout the book. Ernest Hemingway had a significant role in the development of Modernism, a movement that was essentially sparked by the terrible events of World War One. The magnitude of the war's devastation and the millions of casualties were too much to comprehend. Because they were lost in a world destroyed by the war, Hemingway and other Modernists are often to as "The Lost Generation" (for more, see the "Overview"). They tried to repurpose some of those components in order to create something fresh that would aid in global healing. That something new for Hemingway was his storytelling approach, which we discuss in "Style," and which is evident in *A Farewell to Arms*. Although there are numerous ways to evaluate the work in light of those interpretations, critics largely concur that the title can be interpreted in three simple ways. The term "arms" has two meanings, which is the source of the first two interpretations. "Arms" refers to both the embracing "arms" of people and the "arms" or weapons used in conflicts. In the 1500s, George Peele penned a poem titled "A Farewell to Arms."

CONCLUSION

While it has become a widely recognized "fact," it is only presumed that Hemingway intentionally appropriated the title from the poem by George Peele. Whether he ever realized the poem existed is unknown. According to critics, the poem depicts the poet going through a number

of changes that are somewhat reminiscent of Frederic Henry's own. It's undoubtedly an ironic homage if Hemingway did make deliberate reference to the poem. The poem, which was addressed to Queen Elizabeth, laments that the poet can no longer defend the monarch by engaging in combat. We don't believe this is exactly what Hemingway intended, unless the poem is also satirical. In spite of the novel's romantic portrayal of war, which makes the characters' relationships more intense, some of the characters injure themselves horribly in order to avoid having to deal with the tragedy of the battlefield. Instead of being glorified, the battle is depicted simply and truthfully as something that no sane person would be sad to stop. As everyone knows, *A Farewell to Arms* ends sadly when Frederic and Catherine's son passes away. Examining the novel's structure is a useful method to understand the tragedy's deeper significance. Like a recollection, it is told in the first person, past tense. The narrator of the book is therefore aware of its conclusion from the outset.

As we read, we can imagine that we've met Frederic in a café or bar and that he's sharing the story with us over a number of pasta dishes and expensive wines. As we talk about in "Tone," Frederic confides in us about his experience. Additionally, because it's a recollection, he makes mistakes and may exaggerate certain parts (such as the conversation) for our amusement. It's also likely that Frederic's memories are tainted by the shock of many of the incidents and the quantity of alcohol he consumes throughout them.

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CHARACTER ANALYSIS IN THE NOVEL “A FAREWELL TO ARMS” BY ERNEST HEMINGWAY

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Annotation: *A Farewell to Arms*, written by Ernest Hemingway at the age of thirty, is widely regarded as the best American novel to come out of World War I. It tells the enduring tale of an American ambulance driver on the Italian front and his love affair with a stunning English nurse. This compelling, semiautobiographical work depicts the horrific realities of war and the suffering of lovers caught in its unstoppable clutches, set against the backdrop of the impending horrors of the battlefield—tired, disheartened men marching in the rain during the German attack on Caporetto; the intense conflict between loyalty and desertion.

Keywords: *Henry, War, the influence of war, the character analysis of the chosen novel.*

INTRODUCTION

The famous quote from Ernest Hemingway states that he had to rewrite the conclusion of *A Farewell to Arms* thirty-nine times in order to get the lyrics just right. Early versions of other crucial chapters and all of the alternate endings are collected for the first time in this volume, providing fresh perspective on Hemingway's art and creative process as well as the development of one of the greatest books of the twentieth century. This version of *A Farewell to Arms* is a true celebration, with Hemingway's own 1948 introduction to an illustrated reissue of the book, Hemingway's son Patrick Hemingway's personal preface, and a new introduction by his grandson Seán Hemingway. Literature has been greatly influenced by Hemingway's writing. The 'Hemingway style' refers to his use of dialogue and short, straightforward language.

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His writing has served as an inspiration to several authors, who have incorporated it into their own pieces.

Hemingway's works are also linked to the minimalism literary trend. The goal of minimalist writing is to use few words and straightforward language to communicate difficult concepts. One of the best examples of this technique is seen in Hemingway's war novels. The field of military literature has been greatly influenced by Hemingway's war novels. His depiction of how war affects characters psychologically has impacted several authors who have written about the topic. Other authors in the genre have also imitated his use of symbolism and dialogue.

DISCUSSION

Hemingway's writing style is characterized by its simplicity and conciseness. He often uses short, simple sentences and avoids flowery language and unnecessary adjectives. This style allows his war themes to be communicated effectively and powerfully. Hemingway's use of dialogue is also notable in his war novels. His characters often speak in short, sharp sentences that reveal their personalities and emotions. Dialogue is used to convey important information about the characters and their experiences in war. The transition from first to second person narration throughout Ernest Hemingway's *A Farewell to Arms* is one of the book's noteworthy elements. Hemingway writes a significant portion of the book in the first person, where Lieutenant Frederic Henry, the protagonist and narrator, recalls his experiences as an American ambulance driver in the Italian army during World War I. Since Lieutenant Henry recounts past events, this book is regarded as being written in the past tense. Changes in narration or point of view are crucial since they have the power to completely change the reader's experience of the book.

Hemingway uses symbolism to convey his war themes in a subtle yet powerful way. For example, in *'A Farewell to Arms'*, the rain symbolizes the characters' despair and hopelessness in the face of war. The use of symbolism allows Hemingway to communicate complex ideas without being overly didactic. War themes are an essential component of Ernest Hemingway's legacy, as he is considered by many to be one of the most important American writers of the 20th century.

Hemingway's approach to writing about war was influenced by his experiences in World Wars I and II, and his examination of war themes in his books offers readers important insights into what it's like to be a person in combat. Readers can better comprehend the effects of war on people and society, as well as the nuanced feelings and interpersonal interactions that surface during times of conflict, by studying Hemingway's war themes. The long-term psychological repercussions of war, as well as how love, brutality, and masculinity shape combat experiences, are all clarified by Hemingway's writing. The protagonist and narrator of the book, Frederic Henry, is an American who drove ambulances in the Italian army during World War I. At first, Frederic is disengaged from the conflict and approaches it with a sense of obligation but no emotion. He undergoes a metamorphosis as a result of his experiences with love, sorrow, and disappointment.

After starting off as a casual relationship, Frederic and Catherine Barkley develop a strong emotional attachment that serves as his haven. He decides to leave the army and escape with Catherine when his injury and subsequent recuperation give him the chance to reassess his goals.

Catherine Barkley, an English nurse, acts as the novel's key female character and Frederic's love interest. At the start, Catherine is mourning the loss of her fiancé, killed in the war. Her first connection with Frederic seems to be a coping strategy, but it soon develops into a deep and sincere love. In the midst of the chaos of war, Frederic finds solace and security in Catherine, who is shown to be caring and loyal. Her persona has generated controversy, though, with some critics seeing her as unduly romanticized and others valuing her as a representation of unwavering love. The novel's themes of loss and impermanence are emphasized by Catherine's difficult pregnancy and her untimely death during childbirth.

The protagonist and Rinaldi, a surgeon and close friend of Frederic, stand in stark contrast. Vibrant, flirtatious, and cynical, Rinaldi provides comic relief and embodies the coping strategies used by soldiers in times of war. His loud manner hides a deep tiredness and possibly even a disenchantment with the conflict. Rinaldi's interactions with Frederic emphasize themes of brotherhood and the ways individuals handle the horrors of war. His presence highlights their divergent worldviews,

which gives Frederic more complexity even if his part becomes less significant as the plot develops. In the book, the priest—an unidentified chaplain in the Italian army—stands in for morality and religion. He and Frederic become close, and they frequently have philosophical conversations about faith, love, and life's purpose. The priest's unshakeable faith and kind attitude contrast with the cynicism of people like Rinaldi.

Through the priest, Hemingway analyzes the function of religion and human conviction during times of crisis. His chats with Frederic demonstrate a mutual regard, even though Frederic remains doubtful about faith. The priest's presence adds a dimension of introspection to the story, stressing the human yearning for connection and significance. As Catherine's friend and fellow nurse, Helen Ferguson, also known as "Fergie," is practical, protective, and occasionally critical of Catherine and Frederic's relationship. Her skepticism and concern for Catherine's welfare add tension to the story and serve as a reminder of the practical difficulties of their love. The surgeon who performs Frederic's leg surgery is Dr. Valentini. Despite his fleeting appearance, his self-assurance, talent, and cheerful disposition make him a memorable character. Valentini's effectiveness highlights Hemingway's criticism of institutional institutions by standing in stark contrast to the war effort's bureaucratic inefficiency.

During the escape from Caporetto, a young Italian soldier named Gino makes an appearance. His stoicism and sense of patriotism contrast with Frederic's increasing disenchantment with the hardships of the war. The novel's brief portrayal of Gino highlights the disparate viewpoints that soldiers had throughout the conflict.

CONCLUSION

A Farewell to Arms's central theme is the pointlessness and destruction of war; it emphasizes the cruelty and senselessness of war while examining the psychological toll it takes on people; it also illustrates the transient nature of love and life, underscoring the frailty of human existence in the face of uncontrollable forces.

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RAISING LEXICAL COLLOCATION AWARENESS OF EFL STUDENTS BY MEANS OF LINGUISTIC INTERNET RESOURCES

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Annotation

This article addresses the importance of lexical collocations in language proficiency, emphasizing their role in fluency, accuracy, and natural expression. While native speakers acquire collocations effortlessly, non-native learners often struggle with their unpredictable nature. Mastery of collocations enhances both spoken and written communication, contributing to idiomatic expression and coherence. Corpus-based tools, digital resources, and structured pedagogical approaches aid in developing collocational proficiency. By integrating these methods into curricula, educators can improve retention and application. Beyond academics, collocational competence is essential in professional fields, ensuring clarity and precision. A systematic approach to collocation learning enhances both academic and career success.

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Key words: *lexical collocations, language proficiency, fluency, corpus linguistics, idiomatic expression, pedagogical approaches, linguistic competence*

The mastery of lexical collocations is a vital component of linguistic competence that significantly influences language proficiency among philology students. In an increasingly globalized world, where effective communication is paramount, understanding the nuances of word combinations can enhance both expressive and receptive language skills. Lexical collocations, defined as the natural combination of words that frequently appear together, present unique challenges for learners who often struggle with the unpredictable nature of these pairings. This difficulty arises because collocations are largely based on habitual language use rather than strict grammatical rules, making them less intuitive for non-native speakers. As a result, many students encounter obstacles in developing fluency and accuracy in their linguistic expressions.

One of the main reasons lexical collocations are crucial for language learners is their impact on idiomatic and natural speech. Native speakers acquire collocations effortlessly through exposure, but learners must deliberately study them to avoid unnatural phrasing. For example, while it is grammatically correct to say "make a decision," an incorrect collocation like "do a decision" immediately marks the speaker as a non-native. This illustrates how collocational knowledge directly affects language authenticity and comprehension. Moreover, mastering collocations contributes to improved writing skills, as students who can use the appropriate word combinations produce more cohesive and sophisticated texts.

To address these challenges, linguistic tools—such as corpora, specialized software, and phraseological resources—serve as valuable assets in promoting a deeper understanding of collocational usage. Corpora, which are large, structured databases of real-world language use, enable students to observe patterns and frequencies of specific collocations in various contexts. This empirical approach helps learners identify common word pairings and understand their appropriate usage. Additionally, specialized software and collocation dictionaries provide instant access to validated collocations, allowing students to refine their

language skills effectively. Online tools, such as the British National Corpus and the Corpus of Contemporary American English, further support this learning process by offering authentic examples of collocations in different registers and genres (Biber et al., 1999: 75).

By systematically integrating these tools into the curriculum, educators can facilitate a more engaged and effective learning environment, ultimately leading to improved outcomes in students' lexical competence. Teachers can incorporate activities such as collocation-focused exercises, translation tasks, and context-based learning to reinforce retention (Nation, 2001: 45). Furthermore, exposure to authentic materials, such as literature, journalism, and academic papers, helps students internalize collocations naturally. Interactive approaches, including collaborative learning and communicative tasks, also encourage active participation and deeper cognitive processing of collocational structures.

Beyond academic benefits, a strong grasp of lexical collocations equips future linguists with essential skills for professional success. In fields such as translation, lexicography, teaching, and international communication, proficiency in collocations enhances clarity, precision, and fluency. Employers and academic institutions increasingly value linguistic competence that reflects native-like usage, making collocational mastery a crucial aspect of career readiness (Lewis, 2000: 88). Thus, addressing the intricacies of collocations not only enriches the academic experience but also prepares students for real-world linguistic challenges. By fostering a systematic and practical approach to collocation learning, educators can ensure that philology students develop the necessary skills to thrive in both academic and professional contexts.

The mastery of lexical collocation is fundamentally significant for language proficiency, as it directly influences both fluency and comprehension in communication. Collocations serve as building blocks of natural language use, offering learners the ability to produce language that sounds idiomatic and culturally relevant. By integrating linguistic tools in educational settings, students can enhance their understanding of these collocational patterns, highlighting their frequent appearances in authentic texts (Biber et al., 1999: 75). For instance, Elsadiq and Ayman in their research have demonstrated the

effectiveness of corpus linguistics in analyzing the lexicon employed by language learners, revealing the challenges and successes associated with collocational use in both spoken and written forms (Elsadiq et al., 2019: 100). Furthermore, investigations into different proficiency levels underscore that advanced learners tend to employ more complex and opaque collocations compared to their less proficient counterparts, showcasing the need for targeted pedagogical approaches in developing these competencies (Nation, 2001: 45). Thus, fostering collocation skills is essential in enhancing overall language mastery.

The significance of lexical collocations extends beyond academic settings, influencing various aspects of professional and social communication. In professional contexts, the ability to use collocations appropriately enhances clarity and precision, which is particularly crucial in fields such as journalism, legal writing, and business communication. Similarly, in everyday conversations, proper collocation usage aids in natural speech production, allowing speakers to convey their thoughts effortlessly and effectively (Lewis, 2000: 88). Research suggests that learners who actively practice collocations through exposure to authentic materials, such as newspapers, novels, and films, tend to develop a more intuitive grasp of these linguistic patterns, ultimately improving their communicative competence (Sánchez Ramos et al., 2012: 104).

Moreover, technology plays a pivotal role in facilitating collocation acquisition. Online corpora, collocation dictionaries, and language learning applications provide learners with valuable resources to study word pairings in real-world contexts. Through digital tools, students can analyze collocational frequency, variations, and appropriate usage, leading to more informed language production (Biber et al., 1999: 75). Additionally, classroom activities such as guided collocation exercises, peer discussions, and writing tasks can reinforce learning, ensuring that students internalize these structures effectively (Nation, 2001: 45).

Ultimately, lexical collocations contribute to a speaker's ability to produce coherent and contextually appropriate discourse. By prioritizing collocation instruction, educators can equip learners with essential linguistic skills, fostering a deeper understanding of language structure and use. As language proficiency heavily relies on the mastery of word combinations, incorporating collocations into language

curricula ensures that students develop not only grammatical accuracy but also communicative fluency and naturalness (Lewis, 2000: 88).

A robust theoretical framework of lexical collocation is essential for developing students' linguistic competence, particularly in philology programs where the nuanced use of language is paramount. Lexical collocations, which are the natural combinations of words that frequently co-occur, not only enhance fluency but also contribute to more authentic language usage in academic and professional settings. Incorporating tools such as corpus linguistics can significantly aid in identifying common collocational patterns, thereby enabling students to discern and reproduce these structures effectively (Sánchez Ramos et al., 2012: 104). For instance, research has demonstrated that employing corpus-based methodologies fosters a deeper understanding of thematic, terminological, and phraseological challenges faced by students in English for Specific Purposes (ESP) contexts, thus reinforcing their capability to navigate complex language scenarios (Elsadiq et al., 2019: 101).

One of the fundamental theories underpinning lexical collocations is Firth's (Firth, 1991: 11) contextual theory of meaning, which posits that word meaning is largely determined by its habitual associations with other words. This perspective has been further supported by Sinclair's (Sinclair, 1991: 22) idiom principle, which suggests that much of language production relies on pre-constructed phrases rather than isolated word selections. These theories provide a foundation for understanding why collocations are crucial in language proficiency and why they should be explicitly taught in linguistic programs.

Furthermore, cognitive linguistics provides additional insight into collocation learning by emphasizing the role of mental associations and conceptual metaphors in language acquisition. According to Langacker's usage-based model (Langacker, 2008: 65), frequent exposure to collocations in varied contexts strengthens cognitive connections, thereby improving recall and application in communication. This aligns with Wray's (Wray, 2002: 41) research on formulaic language, which suggests that acquiring set phrases enhances fluency and reduces cognitive load during speech and writing production.

Educational technology also plays an increasingly significant role in the study of lexical collocations. Digital tools such as Sketch Engine, WordNet, and the British National Corpus allow students to analyze collocational frequency and contextual usage in authentic texts (Leech et al., 2012: 112). Studies have shown that integrating these tools into classroom instruction enhances learning outcomes by providing empirical data on word associations and their semantic implications (Biber et al., 1999: 75). Additionally, language learning applications such as AntConc and Collocaid assist students in identifying and practicing collocations through interactive exercises and real-world examples.

From a pedagogical standpoint, explicit instruction in collocations has proven to be an effective method for improving language proficiency (Nation, 2001: 45). Techniques such as contrastive analysis, chunking exercises, and contextualized practice facilitate the internalization of collocational patterns. Research by Lewis (Lewis, 2000: 88) suggests that direct exposure to collocations through reading, listening, and corpus analysis accelerates acquisition and enhances retention.

In conclusion, lexical collocations are an integral aspect of language competence, influencing both fluency and accuracy. Their theoretical foundations, practical applications, and technological advancements demonstrate the importance of systematic collocation instruction in language education. Future research should explore innovative methods for enhancing collocation acquisition, particularly in digital and multilingual contexts, to address the evolving demands of global communication.

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SHUKRONALIKNI IFODALAYDIGAN BIRLIKLARNING TARJIMA QILISH STRATEGIYALARI (INGLIZ TILIDAN O'ZBEK TILIGA)

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Annotatsiya: *Ushbu maqola ingliz tilidan o'zbek tiliga shukronalik ifodalarini tarjima qilish strategiyalarini o'rganadi. To'g'ridan-to'g'ri tarjima, izoh berish, madaniy moslashtirish, auditoriya dizayni, tuzilmaviy moslashuv va pragmatik tarjima haqida fikr yuritiladi.*

Kalit so'zlar: *Tarjima strategiyalari, Shukronalik ifodalari, To'g'ridan-to'g'ri tarjima, Madaniy moslashtirish, Pragmatik tarjima*

Tarjima — bu nafaqat so'zlarni bir tildan boshqasiga o'tkazish jarayoni, balki ma'no, madaniy nuanslar va so'zlarning ortidagi niyatni uzatishdir. Shukronalikni ifodalash sohasida bu jarayon alohida qiyinchiliklarni keltirib chiqaradi. Ushbu maqola ingliz tilidan o'zbek tiliga shukronalik ifodalarini tarjima qilish strategiyalarini o'rganadi va

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madaniy kontekst, lingvistik tuzilmalar va har ikki tilning nozikliklariga e'tibor qaratadi. Turli tarjima metodlarini ko'rib chiqib, bu maqola shukronalik ifodalarini tarjima qilishdagi murakkabliklarga doir tushuncha beradi va tarjimonlar uchun amaliy strategiyalarni taklif etadi.

Eng oddiy tarjima strategiyalaridan biri — **to'g'ridan-to'g'ri tarjima**, ya'ni asl ifodaning ma'nosi to'g'ridan-to'g'ri maqsad tiliga o'tkaziladi. Shukronalik ifodalarida ko'plab inglizcha iboralar o'zbek tiliga katta o'zgartirishlarsiz tarjima qilinishi mumkin.

Misol uchun:

- "Thank you" → "Rahmat"
- "Thanks a lot" → "Ko'p rahmat"

Bunday holatlarda, so'zlar o'z ma'nosini saqlab qoladi va maqsad tilida oson tushuniladi. Biroq, ba'zi ifodalar madaniy kontekstlar farqi tufayli to'g'ridan-to'g'ri tarjima qilish bilan cheklanmasligi mumkin.

Ba'zi hollarda tarjima qilishda **izoh berish (Explicitation)**, ya'ni ifodani aniqlashtirish zarur bo'ladi. Ingliz tilida shukronalikni ifodalovchi ba'zi idiomatik iboralar bor, ular o'zbek tilida to'g'ridan-to'g'ri mavjud bo'lmasligi yoki o'zgartirish talab qilishi mumkin.

Misol uchun, ingliz tilidagi "I really appreciate it" iborasi shukronalikning chuqurroq ifodasi hisoblanadi, bu o'zbek tiliga quyidagicha tarjima qilinishi mumkin:

"I really appreciate your help" → "Yordamingizni chin dildan qadrlayman"

"I truly appreciate everything you've done" → "Qilgan barcha ishlaringizni haqiqatan ham qadrlayman"

Bu holatlarda, izoh berish nafaqat aniqlikni ta'minlaydi, balki ifodaning chuqurligini maqsad tilida ham aniq ifodalaydi.

Tarjimada muhim jihatlardan biri **madaniy moslashtirish (Cultural Adaptation)** bo'lib, bu ifodalarni maqsad tilining madaniyatiga mos ravishda o'zgartirishni anglatadi. Shukronalik ifodalari tillar o'rtasida juda farq qiladi, va ingliz tilidagi ba'zi iboralar o'zbek tilida mavjud bo'lmasligi yoki boshqa tarzda ishlatilishi mumkin.

Masalan, ingliz tilida "Thank you so much" yoki "Thanks a bunch" kabi ifodalar juda keng tarqalgan va samimiy shukronalikni bildiradi. Biroq, o'zbek tilida bu kabi ifodalar shu tarzda ishlatilmaydi, buning

oʻrniga "Juda minnatdorman" yoki "Sizga katta rahmat" kabi iboralar koʻproq ishlatiladi.

Bundan tashqari, baʼzi madaniyatlarda, shukronalikni ifodalash koʻpincha samimiylik va kamtarlik bilan bogʻliq boʻladi, va bu, oʻz navbatida, tarjimonda qayd etilishi kerak boʻlgan madaniy farqni keltirib chiqaradi.

Tarjimada muhim jihatlardan biri shuki, ifodaning **rasmiyligi** va tonalligi kimga va qachon aytilayotganiga bogʻliqdir. Ingliz tilida va oʻzbek tilida shukronalikni ifodalashning rasmiy va norasmiy usullari mavjud. Tarjimoni qabul qiluvchi kishining kimligi va ularning oʻrtasidagi munosabatlarni hisobga olib, tarjimon ifodaning tonalligi va shaklini moslashtirishi kerak.

Misol uchun: "Thank you very much" rasmiy kontekstda quyidagicha tarjima qilinishi mumkin: "Sizga katta rahmat"

Norasmiy holatlarda esa "Thanks" faqatgina "Rahmat" yoki "Koʻp rahmat" tarzida tarjima qilinadi.

Shu sababli, kontekst va auditoriyani tushunish, shukronalikni toʻgʻri darajada ifodalashda juda muhimdir.

Nihoyat, tarjimadagi baʼzi holatlarda **tuzilishni moslashtirish (Structural Adjustment)** zarur boʻladi, chunki ingliz tili va oʻzbek tilining sintaksisi oʻrtasida farqlar mavjud va shukronalikni ifodalashda tarjima oʻzgarishi kerak boʻladi.

Masalan, ingliz tilidagi "I appreciate your kindness" iborasi oʻzbek tilida quyidagicha tarjima qilinadi:

"Sizning mehribonligingizni qadrlayman" Bu tarjima oʻzbek tilidagi tabiiy uslubni saqlab qolish uchun elementlarni qayta tartibga solishni talab qiladi, ayniqsa "Sizning" (sizning) va "mehribonlik" (mehribonlik) kabi soʻzlar yordamida.

Shuningdek, baʼzi inglizcha ifodalar oʻzbek tilida qoʻshimcha yordamchi fe'llar yoki boʻlish fe'li talab qilishi mumkin, ayniqsa shukronalik davom etayotgan yoki chuqurroq ma'no bildirayotgan holatlarda.

Tarjimada faqat soʻzlarni oʻzgartirish bilan cheklanmaslik kerak, balki **pragmatik ma'noni (kontekstga moslashtirish)** uzatish ham juda muhimdir — ya'ni, soʻzlovchining niyati, munosabati va hissiy ohangi. Ingliz tilidagi shukronalik iborolari turli darajalarni,

samimiylikni va hissiy chuqurlikni ifodalashi mumkin, va bu nuanslarni maqsad tilida ham aniq aks ettirish zarur.

Masalan, "Thanks for the gift!" iborasi oddiy ifoda bo'lishi mumkin, lekin sovg'a juda shaxsiy bo'lsa, shukronalik darajasi yuqori bo'lishi mumkin. Bunda tarjima qilishda yanada hissiyroq va kontekstga mos ibora ishlatiladi:

"Sizning sovg'angizni chin dildan qadrlayman" (I truly appreciate your gift).

Bu erda "chin dildan" (from the heart) qo'shilishi shukronalikni ifodalashni kuchaytiradi va vaziyatning hissiy ohangiga mos keladi.

Xulosa qilib aytadigan bo'lsak, ingliz tilidan o'zbek tiliga shukronalik ifodalarini tarjima qilishda to'g'ridan-to'g'ri tarjima, madaniy moslashtirish, auditoriya e'tibori va tuzilmaviy moslashuv kabi turli yondashuvlar qo'llaniladi. Jarayon til farqlari, madaniy qadriyatlar va shukronalik ifodalangan maxsus kontekstlar ta'sirida bo'ladi. Har ikki tildagi shukronalikni chuqurroq tushunish, tarjimonlarga eng mos strategiyani tanlash imkonini beradi, shu bilan birga asl ifodaning ma'nosi va hissiyati maqsad tilida aniq va mazmunli tarzda aks etishini ta'minlaydi.

Ushbu strategiyalarni qo'llagan holda, tarjimonlar ingliz va o'zbek tillari o'rtasida shukronalikni ifodalashda o'zaro to'g'ri va samarali muloqot o'rnatishi mumkin. Asosiysi, ikki tilning nozikliklariga e'tibor berish va shukronalikni tabiiy va samimiy tarzda madaniy chegaralar orqali ifodalashdir.

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CHALLENGES IN SIMULTANEOUS INTERPRETING AND THEIR SOLUTIONS

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Abstract. *Simultaneous interpreting (SI), a cognitively demanding form of real-time language mediation, is essential in multilingual settings such as international conferences, legal proceedings, and diplomatic negotiations. Despite its importance, interpreters face significant challenges, including cognitive overload, linguistic interference, and environmental stressors. This article examines these obstacles and proposes evidence-based solutions, drawing on interpreting theory, empirical studies, and practical strategies. Through a combination of preparation, technological support, and skill development, interpreters can mitigate these difficulties and enhance performance.*

Keywords: *simultaneous interpreting, cognitive overload, linguistic interference, stress management, interpreter training*

Simultaneous interpreting (SI) represents a pinnacle of linguistic and cognitive skill, requiring interpreters to listen, comprehend, and translate spoken content into another language in real time, often with a lag of mere seconds. This complex process is indispensable in facilitating communication across linguistic and cultural boundaries in diverse contexts—ranging from high-profile international summits like the G20, to courtroom proceedings at the International Criminal Court, to live broadcasts of global events. Unlike consecutive interpreting, where pauses allow for reflection, SI demands unrelenting focus and split-second decision-making, placing interpreters under immense pressure to maintain accuracy, coherence, and fluency.

The rise of globalization and multiculturalism has amplified the need for proficient simultaneous interpreters, as multilingual interactions become the norm in diplomacy, business, and justice. For instance, the European Parliament relies on SI to enable debates among its 24 official languages, while international arbitration proceedings hinge on interpreters to ensure equitable participation. Yet, this critical

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role is fraught with challenges that test even the most skilled practitioners. Cognitive overload from juggling multiple tasks, linguistic interference from divergent language structures, variability in speaker delivery, and external stressors like poor acoustics or fatigue all threaten performance [Gile, 1995:159]. These difficulties are not merely technical but also psychological, as interpreters must manage stress and maintain composure in high-stakes environments.

The significance of addressing these challenges cannot be overstated. Errors in SI—whether omitting a key detail in a treaty negotiation or misrepresenting testimony in a trial—can have far-reaching consequences, undermining trust and altering outcomes. Consequently, understanding the obstacles and developing effective solutions is a priority for both practitioners and educators in the field. This article explores the primary challenges of SI through a theoretical lens, notably Gile's Effort Model, and proposes practical, evidence-based strategies to overcome them. By examining real-world applications and empirical insights, it aims to illuminate how interpreters can thrive amid complexity, ensuring that multilingual communication remains seamless and reliable in an interconnected world.

Gile's Effort Model provides a foundational lens for understanding SI challenges. It posits that interpreting involves three primary efforts: listening and analysis (L), memory (M), and production (P), all competing for limited cognitive resources [Gile, 1995:161]. When the total demand exceeds capacity—termed "saturation"—performance deteriorates. Additional factors, such as rapid speech rates or unfamiliar terminology, exacerbate this strain. This model underscores the need for strategies that distribute cognitive load and enhance interpreter efficiency.

Challenges in simultaneous interpreting:

1. **Cognitive overload.** SI requires interpreters to process input, retain information, and produce output simultaneously. Studies show that working memory capacity is a critical limiter; when overloaded, interpreters omit details or produce errors [Seeber, 2011:185]. For instance, a speaker delivering dense statistical data at a fast pace can overwhelm even seasoned professionals.

2. Linguistic interference. Structural differences between languages (e.g., word order in English vs. Japanese) and lexical overlaps (e.g., false cognates like "actual" in English vs. Spanish) create interference. This challenge intensifies with idiomatic or culturally specific expressions, which resist direct translation [Jones, 2002:78].

3. Accent and speech variability. Non-standard accents, rapid delivery, or overlapping speakers (e.g., in debates) hinder comprehension. A study of EU interpreters found that unfamiliar regional accents reduced accuracy by up to 20% [Pöchhacker, 2016:112].

4. Environmental stressors. Poor booth acoustics, inadequate equipment, or time pressure amplify difficulties. Interpreters working long shifts without breaks report fatigue-related errors, such as mishearing key terms [Moser-Mercer, 1998:45].

5. Specialized terminology and domain knowledge. Fields like law or medicine demand precise vocabulary (e.g., "mens rea" in legal contexts). Without prior familiarity, interpreters struggle to convey meaning accurately, especially under time constraints [Albir & Alves, 2009:63].

Solutions to simultaneous interpreting challenges:

1. Preparation and anticipation. Thorough pre-session preparation mitigates cognitive overload and terminology gaps. Interpreters can request glossaries, agendas, or speaker scripts in advance. For example, an interpreter assigned to a medical conference might study terms like "anaphylaxis" or "catheterization" beforehand, reducing on-the-spot processing demands [Pöchhacker, 2016:115]. Anticipating speaker style—e.g., slow and deliberate vs. rapid and colloquial—also aids adaptation.

2. Cognitive load management techniques. Strategies like chunking (breaking input into manageable units) and selective attention (focusing on main ideas over minor details) alleviate memory strain. Training programs often teach interpreters to prioritize content over verbatim reproduction, a technique proven to maintain accuracy under pressure [Gile, 1995:168]. For instance, during a fast-paced UN debate, an interpreter might summarize procedural remarks while preserving substantive arguments.

3. Technology-Assisted interpreting. Modern tools, such as computer-assisted interpreting (CAI) software and real-time terminology databases, address linguistic and knowledge challenges. Platforms like InterpretBank allow interpreters to pre-load glossaries and access them mid-session, minimizing errors with technical terms [Fantinuoli, 2018:92]. Noise-canceling headsets and improved booth design also counter environmental stressors, enhancing focus.

4. Accent familiarization and flexibility training. Exposure to diverse accents through targeted practice—e.g., listening to recordings of Australian, Indian, or Scottish English—builds adaptability. Role-playing exercises simulating overlapping speakers or rapid speech prepare interpreters for variability. A study of trainee interpreters showed a 15% accuracy improvement after such training [Seeber, 2011:189].

5. Stress management and self-care. Regular breaks, hydration, and mindfulness techniques combat fatigue and stress. Professional guidelines recommend limiting SI shifts to 30-40 minutes, with teams alternating to maintain quality [Moser-Mercer, 1998:48]. Post-session debriefs with colleagues can also identify recurring issues and refine strategies.

The proposed solutions yield substantial benefits that enhance both interpreter performance and the quality of multilingual communication. Preparation and anticipation, for instance, empower interpreters to handle complex or unfamiliar content with precision, as seen in the courtroom example where pre-studied legal terms prevented misinterpretation. This proactive approach not only boosts accuracy but also builds confidence, allowing interpreters to approach sessions with a sense of control rather than reactivity. Similarly, cognitive load management techniques like chunking enable interpreters to maintain coherence during high-pressure scenarios, such as a diplomatic summit where every word carries weight. This adaptability ensures that critical messages are conveyed intact, preserving the integrity of the discourse.

Technology offers transformative advantages, particularly in fast-evolving fields like technology or science. Real-time access to glossaries via CAI tools reduces hesitation and errors, as evidenced by the tech summit case, where interpreters seamlessly handled niche terminology. Beyond accuracy, such tools save mental energy, freeing

interpreters to focus on intonation and delivery—key elements in conveying speaker intent. Accent training and stress management further contribute to resilience, equipping interpreters to tackle unpredictable variables like a thick regional accent or a noisy booth. Collectively, these strategies elevate SI from a reactive task to a strategic craft, enhancing professional satisfaction and audience trust.

However, implementing these solutions is not without hurdles. Preparation depends on access to materials, which may be withheld in sensitive contexts like legal depositions or last-minute events. Technology, while powerful, introduces risks—software glitches or connectivity issues can disrupt workflow, and over-reliance might erode traditional skills [Fantinuoli, 2018:97]. Training programs, though effective, require significant time and funding, often inaccessible to freelance interpreters or those in under-resourced regions. Moreover, stress management relies on institutional support (e.g., mandated breaks), which is inconsistent across settings—solo interpreters at small conferences may lack relief, leading to burnout [Moser-Mercer, 1998:50]. Balancing these benefits and challenges demands a tailored approach, weighing resources against the specific demands of each interpreting assignment.

Conclusion. Simultaneous interpreting stands as a vital yet extraordinarily taxing profession, bridging linguistic divides in an increasingly globalized world. The challenges—cognitive overload, linguistic interference, speech variability, environmental stressors, and specialized terminology—reflect the intricate interplay of mental, technical, and situational factors that interpreters must navigate. Gile’s Effort Model illuminates the underlying dynamics, while practical solutions like preparation, cognitive strategies, technology, training, and self-care offer a robust toolkit for overcoming them. Real-world examples, from courts to conferences, demonstrate how these approaches translate into tangible improvements, ensuring that interpreters deliver accurate, fluent renditions under pressure.

The benefits of these solutions extend beyond individual performance to the broader ecosystem of multilingual communication. They uphold the reliability of international dialogues, safeguard legal fairness, and enhance cultural exchange, reinforcing SI’s role as a cornerstone of global interaction. Yet, their success hinges on

overcoming logistical and systemic barriers—access to resources, technological stability, and professional support remain critical variables. Looking forward, the field must evolve with emerging trends, such as remote interpreting platforms or AI-assisted tools, which promise to reshape challenges and solutions alike. By investing in training, infrastructure, and adaptive strategies, stakeholders can empower interpreters to meet the demands of today's fast-paced, interconnected world, ensuring that language barriers do not impede understanding, justice, or collaboration.

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AKSIOLOGIK TUSHUNCHALAR KONTEKSTIDAGI SABR VA CHIDAM FRAZEOLOGIZMLARI (INGLIZ VA O‘ZBEK TILLARI MISOLIDA)

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Annotatsiya. *ushbu maqolada sabr va chidamga oid frazeologik birliklarning aksiologik birliklar kontekstida ifodalanishini ingliz va*

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o'zbek tillari misolida ko'rib chiqamiz. Jamiyatimizda sabr va chidam tushunchalariga yuqori qadriyat sifatida qaraladi, sababi, bu tushunchalar inson ruhiyatidagi muhim xususiyatlar hisoblanadi. O'zbek va ingliz tillaridagi frazeologik birliklar orqali bu tushunchalar ijtimoiy va ma'naviy qadriyatlarni ifodalashda qanday ahamiyat kasb etishini ko'rsatish maqsad qilinadi. Bundan tashqari ushbu maqola, sabr va chidamni qadrlash, ularning frazeologik shakllari va jamiyatdagi rolini o'rganishga qaratilgan bo'lib, bu tushunchalarning xalqning dunyoqarashi va axloqiy tamoyillari bilan qanday bog'liqligini tahlil qiladi.

Kalit so'zlar: Aksiologiya, qadriyat, frazeologiya, sabr, chidam, axloqiy tamoyillar, ijtimoiy va ma'naviy qadriyatlar

Hozirgi kunda turli soha adabiyotlarida aksiologiya va qadriyat tushunchalari keng qo'llanilib kelinmoqda. Bizga ma'lumki, ilmiy bilish, shuning barobarida pedagogik bilish, faqatgina ijodkorliknigina emas, ijtimoiy ehtiyojlarni to'la qondirish maqsadini ham ro'yobga chiqaradi. Frazeologik birliklar, asosan, gapning to'liq ma'nosini anglatadigan iboralar yoki so'z birikmalaridan iborat bo'lib, tilda keng tarqalgan va ijtimoiy aloqalar jarayonida ishlatiladi. Frazeologiya xalqlarning jonli va ajoyib urf-odatlarini, an'analarini va ertaklaridan namunalar jamlangan rasmlar ko'rgazmasiga o'xshaydi. **Frazeologiya** lug'atlarning nafaqat eng rang-barang, balki eng demokratik qatlami hamdir va bu qatlam asosan —jonli nutq vositasida boyiydi. Frazeologiya dastlab adabiyotshunoslikda paydo bo'lgan. Ular xalqning dunyoqarashini, qadriyatlar tizimini, etnik va madaniy an'analarini aks ettiradi. Aksiologik xususiyat, o'z navbatida, frazeologik birliklar orqali tilda aks etadigan qadr-qimmat, axloq, e'tiqod va madaniy g'oyalar bilan bog'liq. **Aksiologiya** – bu qadriyatlar, to'g'ri va noto'g'ri, yaxshi va yomon, go'zal kabi kategoriya va tushunchalarni o'rganadigan fan bo'lib, til orqali xalqning axloqiy va estetik tamoyillarini ifodalaydi. Nazariy va amaliy bilish orasidagi «ko'prik» vazifasini aksiologik yoki qadriyat sifatidagi yondashuv bajaradi. **Aksiologiya** (yun. «axio» - qadriyat va «logos» - fan, ta'limot) - qadriyatshunoslik; qadriyatlar haqidagi fan. XIX asrning ikkinchi yarmida nemis qadriyatshunosi E.Gartman va fransuz olimi P.Lapilar tomonidan fanga kiritilgan. Aksiologik yondashuv insonparvarlik pedagogikasining uzviy o'ziga xosligi bo'lib, barcha odam unda

jamoaviy rivojlanishning maqsadi va jamiyatning oliy qadriyati sifatida qaraladi.¹ Demak biz qadriyatlar tushunchasi aksiologiya fani orqali mukammal o'rganib olishimiz mumkin ekan.

Ingliz va o'zbek tillarida ham sabr va chidamga oid frazeologik birliklarni ko'plab uchratishimiz mumkin. *"Patience is a virtue"* – Bu frazeologizm sabrni axloqiy sifat sifatida ta'riflaydi va u yuqori qadriyat sifatida qabul qilinadi. *"Bite your tongue"* – Boshqalar bilan munosabatlarda sabrli bo'lish, kerak bo'lganda sukut saqlashni anglatadi. *"Hold your horses"* – Tezda harakat qilmaslik, sabr bilan kutish zarurligini bildiradi. *"Keep your cool"* – Chidamni saqlash, qo'zg'almaslik va sovuqqonlikni anglatadi. *"Take a deep breath"* – Chidamni saqlash uchun vaqt va nazoratni olishni tavsiya etadi, odamni tinchlantirishni bildiradi. *"Sabr-toqatli bo'lmoq"* – Sabrli bo'lish, sabrni o'rganish, har qanday holatda charchamaslik. *"Chidamning chegara"* – Odamning chidam chegarasini bildiradi, ya'ni qandaydir holatda sabr yoki chidamni yo'qotish. *"Boshiga tosh yog'lsa, sabr qilish kerak"* – Musibatlarga chidash, o'sha holatda sabrni yo'qotmaslik kerakligini anglatadi. *"Tirik o'lgancha sabr qil"* – Chidamni sinash, qiyinchiliklarga dosh berish kerakligini bildiradi. *"Tortishuvni ko'rsatmaslik"* – Odatda, sabr va chidamni saqlash, kuch bilan jazolash yoki ijobiy javob berish o'rniga, sabr bilan muomala qilishni ta'kidlaydi. Bundan tashqari o'zbek tili frazeologik lug'atida ham sabrga oid frazalarni uchratishimiz mumkin. *"Sabr kosasi to'lmoq"* iborasi ortiq chidash yoki kutishga toqati qolmaslik² kabi ma'nolarni bildiradi ba'zan bu frazeologik birligimiz toqati toq bo'lmoq frazeologiyasi bilan sinonim sanaladi. Frazeologik birikmalar asosan so'zlar birikmasidan iborat, boshqacha aytganda, frazeologizmlar tilning alohida birligi bo'lib, tuzilishiga ko'ra erkin bog'lanma yoki gapga teng, to'liq yoki qisman semantik qayta shakllangan obrazli, turg'un so'z birikmalarini o'z ichiga oladi.³ Bundan tashqari Jafarovning fikricha bir so'zdan iborat iboralar idiomatik iboraning eng yuqori taraqqiyot bosqichida hosil bo'ladi. Bu turdagi idiomalar qo'shma so'z yoki yakka so'z bilan

¹ Pedagogik aksiologiya. (o'quv qo'llanma) -T.: «Fan va texnologiya», 2013, 3 bet.

² O'zbek tilining frazeologik lug'ati : Sh.Rahmatullayev, N.Mahmudov, Z.Xolmanova, I.O'razova, K.Rixsiyeva. – T.: G'afur G'ulom nomidagi nashriyot – matbaa ijodiy uyi, 2022. – 15 bet

³ Yo'ldoshev B. Frazeologizmlarning adabiy til normasi munosabatiga doir.- T.:O'TA.1992.3-B.37-42

ifodalanadi, ular to‘g‘ridan to‘g‘ridan to‘g‘ri fikrni anglata olmasligi jihatdan ham qo‘shma so‘zlardan farqlanadi. To‘g‘ri bir so‘z orqali ham idiomatic ma‘no anglashiladi. Lekin bunday so‘zlarni idioma deyish qiyin. Chunki ibora so‘zlar birikmasidan iborat bo‘lishi kerak. Bu haqda V. Vinogradov, A. Abakumov, A. Shaxmatovlarning fikrlari qimmatga sazovordir¹.

Frazeologik birliklar, jamiyatdagi qadriyatlar tizimining shakllanishiga, axloqiy me‘yorlarning yoritilishiga xizmat qiladi. Ular milliy va etnik g‘oyalar, qadriyatlar va madaniyatlarni saqlashga yordam beradi. Til va frazeologizm orqali xalq o‘zining dunyoqarashi, axloqiy tamoyillari va estetik idealari bilan bo‘lishadi. Frazeologik birliklar odatda tilda yashirin axloqiy yoki estetik qiymatlarni o‘z ichiga oladi. Ko‘plab frazeologizm va iboralar, ayniqsa xalq madaniyatida, ananaviy axloqiy me‘yorlar va qadr-qimmatlarni ifodalaydi. Aksiologik xususiyatlar frazeologik birliklar yoki boshqa til birikmalarining qadriyatlarini, axloqiy me‘yorlarni va estetik baholarni ifodalashdagi rolini tushunishga yordam beradi. Bu xususiyatlar til orqali ko‘rsatiladigan qadriyatlar, me‘yorlar va g‘oyalar bilan bog‘liq bo‘lib, jamiyat va madaniyatning axloqiy, estetik va ijtimoiy aspektlarini aks ettiradi. Frazeologik birliklar estetik tasavvurlarni, go‘zallik yoki uglikni ham ifodalaydi. Til orqali go‘zallik, san‘at, tabiat va boshqa estetik me‘yorlar ko‘rsatiladi.

Sabr va chidamning aksiologik tushunchalari har ikki tilda ham muhim qadriyat sifatida qaraladi. Ingliz va o‘zbek tillaridagi frazeologizmlar ham bu tushunchalarni axloqiy va ijtimoiy jihatdan qadrlashni ko‘rsatadi. Har bir frazeologizm o‘zining madaniy kontekstiga mos ravishda sabr va chidamning ahamiyatini va insonlarga zarur bo‘lgan sifatlarni ta’kidlaydi. Frazeologik birliklar aksiologik jihatdan o‘rganilganda, ular jamiyatning axloqiy, estetik, diniy va madaniy qadriyatlarini ifodalovchi vositalar sifatida muhim ahamiyatga ega. Til orqali shakllangan frazeologizm va iboralar, faqat biror so‘z birikmasi yoki oddiy ifoda emas, balki ma’naviy va axloqiy qadriyatlar tizimining aksidir. Shu bois, frazeologik birliklarning aksiyologik xususiyatlari tilshunoslik va madaniyatshunoslikda muhim tadqiqot yo‘nalishidir.

¹ Mamatov A.E. ” O‘zbek tili frazeologizmlarining shakllanishi. -T.:1997.-B.37

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“ONLINE EDUCATION: CHALLENGES AND INNOVATIVE SOLUTIONS FOR THE DIGITAL LEARNING ERA”

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Abstract. *Online education has revolutionized the way we learn, offering flexibility and accessibility to millions worldwide. However, it also faces significant challenges, such as digital inequality, lack of engagement, and technical limitations. This article explores the key obstacles in the digital learning landscape and presents innovative solutions, including adaptive learning technologies, interactive platforms, and strategies to bridge the digital divide. By addressing these issues, we can unlock the full potential of online education and create a more inclusive and effective learning environment for all.*

Keywords: *e-learning, digital divide, student engagement, online assessment, remote learning tools, personalized learning, technological barriers*

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Introduction

The rapid advancement of technology has fundamentally transformed the landscape of education, revolutionizing the way knowledge is delivered and making online education a cornerstone of modern learning. The COVID-19 pandemic further accelerated this shift, compelling educational institutions worldwide to rapidly adopt digital platforms and adapt to virtual environments. While online education offers numerous benefits, including flexibility, accessibility, and a vast array of resources, it also presents significant challenges that must be addressed to ensure its effectiveness and inclusivity. This article delves into the key challenges of online education and proposes innovative solutions to enhance the digital learning experience, ensuring that it meets the diverse needs of learners in an increasingly interconnected world.

Challenges of Online Education

One of the most pressing challenges in online education is the digital divide, which refers to the gap between those who have access to technology and those who do not. Students from low-income families or rural areas often lack reliable internet access, devices, or technical skills, putting them at a significant disadvantage [Smith, 2020:34]. This inequality exacerbates existing educational disparities and severely limits the reach and effectiveness of online learning. Without addressing this gap, a large portion of the student population risks being left behind in the digital age.

Another critical issue in online education is maintaining student engagement. The absence of face-to-face interaction can lead to feelings of isolation and disconnection among learners. Additionally, the passive nature of some online courses, such as pre-recorded lectures, can reduce motivation and active participation, making it harder for students to stay focused and committed to their studies [Johnson, 2019:45]. Engaging students in a virtual environment requires innovative approaches that go beyond traditional teaching methods.

Furthermore, digital literacy remains a significant barrier for both students and educators. Not all individuals are proficient in using digital tools, which can hinder the learning process. Technical issues, such as

software glitches, platform incompatibility, and cybersecurity concerns, can further disrupt online education. Additionally, the lack of adequate training for teachers in online pedagogy often prevents them from delivering digital education effectively [Brown, 2021:22]. Without proper support and training, educators may struggle to adapt to the demands of online teaching.

Assessment integrity is another major challenge in online education. Ensuring the credibility of online qualifications is difficult, as cheating and plagiarism are harder to monitor in a virtual environment. This raises concerns about the fairness and validity of online assessments, which are crucial for maintaining academic standards [Taylor, 2020:67]. Institutions must find reliable ways to uphold academic integrity while providing flexible learning options.

Lastly, online education often fails to cater to individual learning needs. Many online courses adopt a one-size-fits-all approach, which neglects the diverse learning styles, paces, and preferences of students. This can lead to suboptimal outcomes, as learners may not receive the personalized support they need to succeed [Williams, 2018:89]. To address this, online education systems must incorporate adaptive learning technologies and strategies that allow for more customized and inclusive educational experiences.

While online education offers numerous opportunities, it also faces significant challenges such as the digital divide, engagement issues, digital literacy gaps, assessment integrity, and the lack of personalized learning. Addressing these challenges is essential to ensure that online education is accessible, effective, and equitable for all learners.

Innovative Solutions for Online Education

Governments and educational institutions must work together to ensure affordable internet access and provide necessary devices to underserved communities. Initiatives such as subsidized broadband programs, device donation drives, and public-private partnerships can play a significant role in bridging the digital divide [Smith, 2020:38]. Additionally, offline learning solutions, such as downloadable educational content, USB drives, and portable learning kits, can help maintain the continuity of education in areas with limited or unreliable internet connectivity. These measures are essential to ensure that all

students, regardless of their socioeconomic background, have equal opportunities to access quality education.

To enhance the online learning experience, interactive tools and innovative approaches should be integrated into the curriculum. Technologies such as virtual reality (VR), gamification, and live discussion platforms can make learning more engaging and immersive. Collaborative projects, peer-to-peer interactions, and group activities can foster a sense of community among students, reducing feelings of isolation and promoting social learning [Johnson, 2019:50]. Educators should also adopt active learning strategies, such as problem-based learning, flipped classrooms, and inquiry-based methods, to keep students motivated and actively involved in their education. These approaches not only improve student engagement but also help develop critical thinking and problem-solving skills.

Investing in the professional development of educators is crucial for the successful implementation of online and hybrid learning models. Training programs should focus on enhancing digital literacy, online pedagogy, and the effective use of educational technology. Providing educators with ongoing technical support, access to resources, and opportunities for collaboration can empower them to deliver high-quality online education [Brown, 2021:25]. By equipping teachers with the necessary skills and tools, educational institutions can ensure that they are well-prepared to navigate the challenges of digital learning environments.

Academic integrity is another critical aspect that needs to be addressed in online education. Institutions can implement a combination of proctored exams, plagiarism detection software, and alternative assessment methods to maintain academic standards. Project-based evaluations, open-book exams, and portfolio assessments can be effective in assessing students' critical thinking, creativity, and problem-solving abilities, while reducing the likelihood of cheating [Taylor, 2020:70]. These methods not only promote honesty but also encourage students to engage more deeply with the material.

Furthermore, the integration of artificial intelligence (AI) and machine learning into education can revolutionize the way students learn. Adaptive learning platforms can analyze students' performance, identify their strengths and weaknesses, and tailor content to meet their

individual needs. This personalized approach ensures a more effective and inclusive learning experience, allowing students to progress at their own pace and receive targeted support where needed [Williams, 2018:92]. By leveraging AI, educators can create dynamic and responsive learning environments that cater to the diverse needs of their students.

Addressing the challenges of online education requires a multifaceted approach that includes improving access to technology, enhancing teacher training, fostering student engagement, and leveraging innovative tools and methods. By working together, governments, educational institutions, and technology providers can create equitable and effective learning opportunities for all students, ensuring that no one is left behind in the digital age.

Conclusion

Online education holds immense potential to revolutionize the educational landscape, offering unprecedented access to knowledge and learning opportunities. However, it is not without its significant challenges. Addressing critical issues such as the digital divide, student engagement, technological barriers, assessment integrity, and the need for personalized learning demands innovative solutions and collaborative efforts from all stakeholders involved. By strategically leveraging advancements in technology and adopting evidence-based best practices, educators, policymakers, and institutions can work together to create a more equitable, inclusive, and effective online learning environment. As we continue to advance further into the digital age, it is imperative to remain committed to the ongoing evaluation, refinement, and improvement of online education systems. This will ensure they are capable of meeting the diverse and evolving needs of learners worldwide, ultimately fostering a more accessible and impactful educational future for all.

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ASSESSING EFL STUDENTS' CRITICAL THINKING SKILLS THROUGH ONLINE PLATFORMS

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Abstract: *The study explores the use of online platforms for assessing critical thinking skills in English as a Foreign Language (EFL) students, focusing on cognitive and metacognitive abilities. The findings suggest that online platforms provide an effective means of fostering and assessing critical thinking, as they facilitate interactive tasks, collaborative learning, and real-time feedback. Furthermore, the research highlights challenges such as technological limitations and varying levels of student engagement. The study concludes by offering recommendations for optimizing the use of online platforms in assessing critical thinking skills, particularly in the context of EFL education.*

Keywords: *critical thinking, online assessment, digital learning platforms, interactive learning, problem-solving, gamification, discussion forums.*

Introduction. Critical thinking has become a fundamental skill for English as a Foreign Language (EFL) learners, enabling them to analyze, evaluate, and synthesize information effectively in the 21st century. The rapid advancement of educational technology has led to the rise of online platforms as powerful tools for language learning and assessment. These platforms offer innovative methods to measure students' critical thinking skills through interactive tasks, problem-

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solving activities, and real-time feedback. However, assessing critical thinking in an online environment presents both opportunities and challenges, requiring educators to adopt effective strategies that ensure reliable evaluation.

The integration of online platforms in EFL education has been widely explored, yet their role in assessing critical thinking skills remains as an area of ongoing research. Traditional assessment methods, such as written essays and standardized tests, often fail to capture the dynamic and process-oriented nature of critical thinking. In contrast, digital platforms provide a range of assessment tools, including discussion forums, scenario-based quizzes, and peer review systems, that can offer deeper insights into students' cognitive abilities. Despite these advantages, challenges such as technological limitations, students' digital literacy, and the need for well-structured rubrics must be addressed to ensure effective assessment. Ultimately, the study offers recommendations for educators and mentors to enhance the use of online platforms in fostering and evaluating critical thinking skills in language learners.

Research Methodology. This study employs a literature review as its primary research methodology to examine the role of online platforms in assessing EFL students' critical thinking skills. A comprehensive analysis of existing scholarly articles, books, and research papers was conducted to explore key theories, assessment models, and technological advancements in digital learning environments. The literature review method was chosen due to its effectiveness in synthesizing previous research, identifying trends, and evaluating different perspectives on the topic. Sources were selected based on their relevance, credibility, and contribution to the field of critical thinking assessment in EFL education. The review focused on studies discussing online assessment tools, interactive learning strategies, artificial intelligence-based feedback, and gamification in digital learning.

By analyzing a broad range of academic literature, this study aims to provide a theoretical foundation for understanding how online platforms facilitate critical thinking evaluation. The findings highlight the advantages, challenges, and future directions of digital assessment

methods, offering insights for educators, curriculum developers, and mentors.

Literature review. Critical thinking is widely recognized as an essential skill in language learning since critical thinking enables students to engage in communication, analyze texts, and develop problem-solving abilities. Richard Paul and Linda Elder emphasize that critical thinking involves reasoning, questioning assumptions, and making informed decisions, all of which are crucial for EFL learners in academic and professional contexts [Paul&Elder, 2014]. According to Cottell, critical thinking is a cognitive activity, associated with using the mind. Learning to think in critically analytical and evaluative ways means using mental processes such as attention, categorisation, selection, and judgement [Cottrell, 2017].

Gerry Dunne discusses the importance of criticality in life and higher education, highlighting its role in policy and rationality in critical thinking, distinguishing between critical thinking and criticality [Dunne, 2015; 86-99]. Critical thinking has been identified as one of the most important outcomes of higher education courses. In the context of EFL education, developing critical thinking not only improves language acquisition but also equips learners with skills necessary for global communication. With the rise of digital learning environments, online platforms have become integral to EFL instruction and assessment. Studies by L.W.Anderson and D.R.Krathwohl at al have highlighted the effectiveness of online tools such as discussion forums, learning management systems (LMS), and interactive assessments in fostering higher-order thinking skills [Anderson et al., 2001].

Online assessments allow educators to measure students' analytical and evaluative skills through tasks such as debate participation, problem-solving exercises, and collaborative writing. Research by McLoughlin and Lee suggests that digital platforms promote autonomy, engagement, and reflective thinking, all of which contribute to the development of critical thinking [McLoughlin&Lee, 2010].

Despite having many advantages, online platforms pose several challenges for assessing critical thinking skills. Gikandi, Morrow and Davis stated concerns regarding the reliability of assessment methods, as automated grading systems may struggle to evaluate complex reasoning and argumentation [Gikandi et al., 2011; 233-235].

Additionally, Redecker and Johannessen's research showed that the students' varying levels of digital literacy can impact their ability to engage in critical thinking tasks effectively [Redecker&Johannessen, 2013]. Another challenge is ensuring academic integrity, as online assessments may be vulnerable to plagiarism and external assistance. Research by Heberling highlights the need for well-designed rubrics, instructor intervention, and AI-driven plagiarism detection tools to ensure the validity of online assessments [Heberling, 2002].

Online platforms such as Moodle, Google Classroom, and Edmodo allow educators to design interactive assessments that challenge students to apply critical thinking. Redecker and Johannessen stated that scenario-based quizzes, case studies, and problem-solving exercises encourage students to analyze information critically, form arguments, and make decisions based on evidence. These assessments can be customized to assess Bloom's higher-order cognitive skills, including application, analysis, evaluation, and creation [Redecker&Johannessen, 2013; 79-96].

Dillenbourgh offers platforms like Canvas, Padlet, and Microsoft Teams to facilitate asynchronous and synchronous discussions where students can engage in debates, analyze different viewpoints, and construct logical arguments. Peer collaboration in online discussions helps learners refine their reasoning skills through interaction, counterarguments, and collective problem-solving. Research suggests that such collaborative environments improve critical thinking by exposing students to diverse perspectives and encouraging reflective thinking [Dillenbourg, 2013; 485-492].

A study by Li, Yu and Kong show that gamified learning environments, such as Kahoot!, Quizizz, and Classcraft, introduce competitive and immersive elements that engage students in critical thinking challenges. Simulation-based learning platforms like Virtual Reality classrooms and interactive case studies help learners develop decision-making and problem-solving skills in real-world scenarios. These digital tools encourage students to assess situations critically, make judgments, and reflect on their choices [Li et al., 2022; 451-469].

Conclusion. The assessment of EFL students' critical thinking skills through online platforms represents a significant shift in language education, offering both opportunities and challenges. Digital tools

enable educators to implement interactive, student-centered assessments that foster higher-order thinking skills, promote engagement, and provide immediate feedback. Online platforms, such as discussion forums, collaborative writing tools, and AI-powered assessments, have proven effective in measuring students' analytical, evaluative, and reflective abilities.

However, challenges such as technological limitations, varying levels of digital literacy, and concerns over academic integrity must be addressed to ensure the reliability of these assessments. The effectiveness of online critical thinking assessments depends on well-structured rubrics, instructor support, and the integration of innovative strategies like gamification and scenario-based learning. Future advancements in artificial intelligence and adaptive learning technologies may further enhance digital assessments, making them more personalized and efficient.

This study highlights the need for educators, curriculum designers, and mentors to refine digital assessment methods to align with the complexities of critical thinking. By embracing technological advancements and evidence-based assessment strategies, online platforms can serve as powerful tools for developing and evaluating critical thinking skills in EFL learners. Further research should explore how emerging technologies, such as virtual reality and AI-driven feedback systems, can optimize online assessments, ensuring that they effectively measure and cultivate critical thinking competencies in language learners.

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THE IMPORTANCE OF NEEDS ANALYSIS IN TEACHING LEGAL ENGLISH

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Abstract. *Teaching Legal English, a specialized subset of English for Specific Purposes (ESP), requires a tailored approach to meet the*

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unique demands of learners, such as law students, legal practitioners, and professionals in international contexts. Needs analysis serves as a foundational step in designing effective curricula by identifying learners' specific linguistic, professional, and cultural requirements. This article explores the significance of needs analysis in Legal English pedagogy, drawing on theoretical frameworks, practical examples, and empirical insights. It argues that a systematic needs analysis enhances learner motivation, aligns teaching objectives with real-world demands, and ensures relevance in instructional design.

Keywords: *Legal English, English for Specific Purposes (ESP), curriculum design, learner motivation, professional communication, linguistic competence*

Legal English, characterized by its complex syntax, specialized vocabulary, and context-specific conventions, poses distinct challenges for non-native speakers and novices in the legal field. As globalization increases the demand for cross-border legal communication, the ability to teach Legal English effectively has become paramount. Needs analysis, a cornerstone of ESP methodology, provides educators with a structured approach to identify learners' goals, deficiencies, and professional contexts [Hutchinson & Waters, 1987:54]. This article examines why needs analysis is critical in teaching Legal English, offering theoretical perspectives, practical applications, and illustrative examples.

Needs analysis originated in the ESP framework, which emphasizes learner-centered instruction over generic language teaching. Dudley-Evans and St. John define it as "the process of identifying the specific language needs of learners and designing courses to meet those needs" [Dudley-Evans & St. John, 1998:121]. In the context of Legal English, this involves assessing both "target needs" (what learners need to do in real-world legal settings) and "learning needs" (how they can best acquire the necessary skills).

Munby's Communicative Needs Processor (CNP) model provides a systematic approach to needs analysis by categorizing learner requirements into communicative events, participants, and linguistic demands [Munby, 1978:32]. For Legal English, this might include drafting contracts, interpreting statutes, or negotiating agreements—tasks requiring precision and fluency in legal discourse. Similarly,

Richards highlights the importance of distinguishing between "objective needs" (externally observable requirements) and "subjective needs" (learners' perceived goals), a distinction critical for aligning curricula with professional realities [Richards, 2001:52].

Legal English learners often come from diverse backgrounds—law students preparing for academia, practicing lawyers refining their skills, or paralegals needing functional competence. Without a needs analysis, instructors risk delivering generic content that fails to address these varied demands. For instance, a law student may require academic writing skills for case analyses, while a practicing lawyer might prioritize oral advocacy or client correspondence [Bhatia, 1993:22].

Needs analysis ensures relevance by grounding instruction in authentic contexts. It identifies specific lexical items (e.g., "tort," "breach," "consideration"), syntactic structures (e.g., passive voice in statutory language), and pragmatic competencies (e.g., politeness in client interactions) that learners must master. Furthermore, it fosters motivation by demonstrating to learners that the course directly supports their professional aspirations [Komushin, 1999:200].

Practical Examples of Needs Analysis in Action:

1. Case Study: Law Firm Training Program. A needs analysis conducted for a multinational law firm revealed that junior associates struggled with drafting bilingual contracts in English and their native language. Interviews with senior partners and analysis of sample contracts identified key areas: understanding boilerplate clauses, mastering conditional constructions (e.g., "should the party fail to comply"), and using precise terminology. The resulting course focused on these skills, incorporating real contracts as teaching materials. Post-course evaluations showed improved drafting accuracy and confidence [Swales & Feak, 2000:15].

2. University Course for Law Students. At a European university, a needs analysis survey of law students indicated a gap in interpreting English-language case law. Students reported difficulty with archaic terms (e.g., "heretofore") and dense nominalizations (e.g., "the plaintiff's submission"). The instructor redesigned the curriculum to include annotated judgments and role-plays simulating courtroom discussions, aligning the course with students' academic and future professional needs [Basturkmen, 2010:67].

3. Pre-Departure Training for Legal Translators. Legal translators preparing to work with international organizations underwent a needs analysis involving task observation and stakeholder interviews. The findings highlighted the need for fluency in translating treaties and mastering register shifts between formal and technical English. The training emphasized parallel texts and terminology databases, resulting in higher translation fidelity [Hyland, 2006:89].

The implementation of needs analysis in teaching Legal English yields numerous advantages that extend beyond mere linguistic improvement. First, it ensures purposeful instruction by tailoring content to learners' immediate and long-term professional demands. For example, a lawyer preparing for international arbitration can acquire negotiation skills and terminology directly applicable to their role, enhancing both competence and credibility [Johns, 1991:71]. Second, it increases learner engagement and motivation. When learners see a direct correlation between classroom activities and their career goals—such as drafting a memorandum or arguing a mock case—they are more likely to invest effort and perceive the training as valuable [Komushin, 1999:202]. Third, needs analysis promotes efficiency by prioritizing high-impact skills over less relevant ones, avoiding the inefficiencies of broad, unfocused language courses. This targeted approach is particularly beneficial in time-constrained professional settings, where rapid skill acquisition is essential.

Additionally, needs analysis facilitates cultural and contextual adaptation. Legal English is not a monolith; it varies across jurisdictions (e.g., British vs. American legal systems) and professional roles (e.g., litigators vs. transactional lawyers). By identifying these nuances, instructors can incorporate region-specific conventions or role-specific discourse practices, such as the concise style of U.S. pleadings or the formal tone of U.K. barrister briefs [Bhatia, 1993:25]. Finally, it bridges the gap between theoretical learning and practical application, a hallmark of ESP success. Learners equipped with skills derived from needs analysis—such as interpreting a contract clause under time pressure—are better prepared for the unpredictability of legal practice.

Despite these benefits, challenges remain significant. Conducting a comprehensive needs analysis demands substantial resources, including time for data collection, expertise in survey design or

interview techniques, and access to learners and stakeholders. Smaller institutions or freelance instructors may lack the capacity to perform such in-depth assessments [Richards, 2001:55]. Moreover, reconciling conflicting needs poses a dilemma; learners might prioritize fluency in casual client interactions, while employers demand precision in written submissions. This misalignment can frustrate both parties if not addressed through transparent communication and compromise. Another challenge is the dynamic nature of legal professions—needs identified today (e.g., drafting for traditional contracts) may shift tomorrow with emerging trends like smart contracts or AI-assisted legal work, requiring ongoing reassessment [Hyland, 2006:92]. These obstacles underscore the need for flexibility and instructor skill in translating needs analysis findings into actionable curricula.

Conclusion. Needs analysis stands as a pivotal element in the pedagogy of Legal English, offering a structured yet adaptable framework to meet the diverse and evolving demands of learners. Its ability to align instructional goals with authentic professional requirements ensures that learners not only acquire linguistic proficiency but also develop the practical competencies necessary for success in legal contexts. Theoretical models, such as Munby’s Communicative Needs Processor, provide a robust foundation for understanding learner needs, while practical applications—demonstrated in law firm training, university courses, and translator programs—illustrate its transformative potential. The benefits, including heightened motivation, cultural relevance, and workplace readiness, affirm its status as a cornerstone of effective ESP instruction.

Yet, the process is not without its complexities. The resource-intensive nature of needs analysis, coupled with the challenge of balancing subjective and objective priorities, demands careful planning and expertise from educators. As the legal field continues to globalize and technologize, the importance of revisiting and refining needs analyses will only grow, ensuring that Legal English teaching remains responsive to new realities, such as digital documentation or cross-jurisdictional collaboration. Ultimately, needs analysis empowers educators to move beyond generic language instruction, crafting courses that resonate with learners’ professional identities and aspirations. By embracing this approach, Legal English pedagogy can

prepare learners to navigate the intricacies of legal discourse with confidence, precision, and adaptability in an increasingly interconnected world.

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BADIIY STILISTIK VOSITALARNING DETEKTIV ASARLAR TARJIMASIDA BERILISHI

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Annotatsiya: *Ushbu maqolada jahon va o'zbek adabiyotidagi detektiv asarlarida qo'llangan badiiy stilistik vositalar tahlil qilingan bo'lib, ularning ushbu asarlarda bajargan vazifasi, tutgan o'rni va asar mazmunini ochib berishga qo'shgan hissasi tadqiq qilingan. Badiiy stilistik vositalarning tadqiqi uchun misol sifatida Agata Kristi hikoyasi va uning o'zbekcha tarjimasi tahlil uchun tanlab olingan.*

Kalit so'zlar: *metafora, kinoya, mubolag'a, badiiy stilistik vosita, detektiv*

Badiiy stilistik vositalar asar mazmunini yanada yorqin ochib berishga katta yordam beradi va undan foydalanish mahorati kuchli adiblarning asarlari doimo o'ziga xos uslubi bilan ajralib turadi. Har qanday badiiy asarda badiiy stilistik vositalarni uchratishimiz mumkin, shu jumladan, detektiv asarlarning maxfiy, qiziqarli va sirli sujetining ifodalanishida bu vositalar yozuvchiga qo'l keladi. Detektiv asarlari qirolichasi deb e'tirof etiladigan ingliz yozuvchisi Agata Kristi asarlarida ham bunday badiiy stilistik vositalarning mohirona ifodalanshiga guvoh bo'lamiz. Adibaning "O'g'irlangan million dollar" (Million dollar band robbery) nomli hikoyasining ingliz tilidagi va o'zbek tilidagi tarjimasini tahlil qilib, unda ifodalangan badiiy stilistik vositalarning tarjimada berilishi yutuq va muammolarini o'rgandik. Hikoya tarjimon Izzat Ahmedov tomonidan o'zbek tiliga tarjima qilingan.

Hikoyada yaqqol ko'zga tashlanadigan badiiy stilistik vositalardan metafora, kinoya va mubolag'a vositalarining tarjimada berilishiga e'tibor qaratamiz. Metaforaga oid tadqiqotlar N. D. Arutyunova, V. V. Vinogradov, I. V. Arnold, V. G. Gak, E. S. Kubryakova, J. Lakoff, M. Jonson, M. Tyorner va boshqa ko'plab olimlar tomonidan tadqiq qilingan. Rus olimi Rozendal D.E. o'zining "Lingvistik atamalar lug'ati" kitobida metaforaga quyidagicha ta'rif

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beradi: **“Metafora (yunoncha metafora — ko‘chirish) - ikki narsa yoki hodisaning o‘xshashligiga asoslangan so‘zning ko‘chma ma‘noda ishlatilishi. Samolyot qanoti (qarang: qush qanoti), oltin kuz (qarang: a. oltin zanjir). Metafora eng keng tarqalgan vositalardan biridir, chunki ob‘ektlar yoki hodisalar o‘rtasidagi o‘xshashlik turli xil xususiyatlarga asoslanishi mumkin.”** [Розенталь Д.Э., 1985: 99]. **Darhaqiqat, metafora orqali biz umuman boshqa mazmundagi so‘zlar orqali ta’riflanayotgan ob’ektning sifatini tasavvur qila olamiz. Agata Kristi hikoyasida quyidagi jumalada metafora qo‘llangan: “On board these floating palaces, as you so justly call them, one would meet the élite, the haute noblesse of the criminal world!” [Agatha Christie, 1923: 120]. Bu gapda “floating palaces” “suzayotgan saroylar” kemanding kattaligiga nisbat sifatida keltirilgan. Puaro katta okean laynerlarini "suzuvchi saroylar" deb ataydi. Bu metafora kemalarning hashamati va ulug‘vorligini saroylarga qiyoslaydi. Bu Puaroning uning atrofidagi dunyoga nisbatan dramatik munosabatini ta’kidlaydi. O‘zbek tilidagi tarjimasida esa bu quyidagicha berilgan: “Siz o‘zingiz hozirgina alqagan, suzadigan saroylarda yana haqiqiy yuqori tanaqa vakillarini, jinoyat dunyosining aslzodalarini uchratish mumkin.” Demak, metafora vositasi tarjimada to‘liq saqlanib qolingan va asar mazmuniga mos kelganligi tufayli so‘zma-so‘z tarjima usuli orqali tarjima qilingan.**

Detektiv asarlarining tas’richanligini oshiruvchi badiiy stilistik vositalardan biri bu mubolag’a hisoblanadi. Mubolag’a bu ma’noni bo‘rttirib ko‘rsatish bo‘lib ingliz tilida giperbola(hyperbole) deb ataladi. Tilshunos va faylasuf Roman Yakobson ham giperbolani tilning "ekspressiv funktsiyasi" ning bir qismi sifatida muhokama qiladi, “til his-tuyg‘ularni, munosabatni yoki ruhiy holatni tom ma‘nodan tashqarida yetkazish uchun sifatlarni bo‘rttiradi. Shu ma‘noda, giperbola shunchaki dramatik holat emas, balki ma‘no va ohangni shakllantirishda hal qiluvchi rol o‘ynaydi.” [Agatha Christie, 1923: 124]. Hikoyada mubolag‘aga quyidagi jumlada guvoh bo‘lamiz: “The sealed package is removed from the trunk and vanishes, as Miss Farquhar puts it, into thin air”. Ya’ni “vanish into thin air” havoda yo‘q bo‘lib ketmoq mazmunini berib, bu obektning yo‘qolishini bo‘rttirib ko‘rsatadi. O‘zbekcha tarjimada ushbu gap quyidagicha beriladi:

“Faraz qilamiz, paketning havoda yo’qolib qolishi hozirgi ilmiy nuqtai nazardan olib qarasak, bundan nima kelib chiqadi?”. Ushbu tarjimada yana so’zma-so’z tarjima usulidan foydalanilgan ammo ko’pincha bu usuldan badiiy asarlar tarjimasida kam foydalanilsa-da, ushbu vaziyatga bu usul mos tushgan va mubolag’aning saqlanib qolishiga sabab bo’lgan va jumla mazmunini mukammal ochib bergan.

Agata Kristi asarlarida, ayniqsa, Erkyul Puaro bosh qahramon sifatida yozilgan hikoya va romanlarida kinoya badiiy stilistik vositasidan samarali foydalanadi. Ushbu jumlada kinoya vositasi mohirlik bilan yozilgan: "Do not enrage yourself, Hastings. In verity, I observe that there are times when you almost detest me! Alas! I suffer the penalties of greatness!" [Agatha Christie, 1923: 126]. Bunda Puaro kinoya tarzida “O’zingizni g’azablantirmang, Xastings. Haqiqatan ham, shunday paytlar borki, siz mendan nafratlanasiz! Voy! Men buyuklikning jazosini tortaman!" [Agata Kristi, 2017: 26]. deya o’zini buyuk deya atab, buyuklikning ham jazosi bo’lishi haqida gapiradi. Ammo o’zbekcha tarjimada kinoya vositasi saqlanib qolinmagan, umuman bu gap tarjimada tushirib qoldirilgan.

Xulosa sifatida, Agata Kristi hikoyasi va uning o’zbekcha tarjimasi tadqiqi asosida hikoyadagi badiiy stilistik vositalar tarjimada ko’proq so’zma-so’z tarjima usuli orqali tarjima qilinib, bu stilistik vositalarning mazmunini to’liq ochib berishga to’siq bo’lmagan. Tarjima jarayonida detektiv hikoyaning o’ziga xos uslubi mohirona yetkazib berilgan.

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INTERNATIONAL PERSPECTIVES ON STRENGTHENING INDEPENDENT EDUCATION

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Abstract: *This article explores global perspectives on strengthening independent education, focusing on best practices from countries like Finland, Singapore, and Canada. It highlights the role of technology, learner autonomy, and policy frameworks in fostering self-directed learning. The article examines challenges such as resource access and societal resistance, offering practical recommendations for educators and policymakers. Ultimately, it advocates for adapting international approaches to local contexts to empower students and promote lifelong learning.*

Key words: *Independent education, global perspectives, self-directed learning, technology, learner autonomy, educational policies, lifelong learning.*

In today's rapidly changing world, education extends beyond traditional classrooms, emphasizing the need for independent learning. Independent education enables learners to take charge of their learning, adapt to challenges, and develop critical thinking, problem-solving, and self-motivation. This approach fosters lifelong skills and encourages exploration at one's own pace. With digital technology expanding access to information, learners can customize their educational experience. Furthermore, independent learning promotes essential soft skills such as time management and self-reflection, preparing individuals for both personal and professional success. International examples highlight the global shift towards empowering students to become active, autonomous learners.

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Self-education in Finland is highly encouraged and supported by the country's education system, which emphasizes learner autonomy, critical thinking, and self-directed learning. Finnish education is known for its student-centered approach, where individuals are encouraged to take responsibility for their own learning from an early stage. The system prioritizes trust in students' abilities and fosters a culture of independence.

One key example is the Finnish national curriculum, which promotes personalized learning pathways and gives students the freedom to explore subjects based on their interests. In higher education, universities offer flexible study options, including online courses, independent study modules, and project-based learning, enabling students to design their learning experiences.

The importance of self-directed learning in Finland has been highlighted by researchers such as Pasi Sahlberg, an internationally recognized expert in education. In the book *Finnish Lessons 2.0* [P. Sahlberg, 2015: 9-10], the Finnish model of education is discussed, with an emphasis on equity, collaboration, and student autonomy. It is stated that Finland's success is based on a system designed to empower students to take control of their learning, encouraging critical engagement rather than passive absorption.

The role of technology in supporting self-education has been examined by Finnish researcher Jari Lavonen. In the article *Student Engagement and Self-Regulated Learning with ICT*, the integration of technology in Finnish schools to enhance students' ability to learn independently is discussed, with a focus on tools that support self-regulation and personalized learning. [E. Vilhunen et al., 2024: 1-4]

In Singapore, self-education is a fundamental aspect of the educational system, which is designed to foster independent thinking, creativity, and problem-solving skills. The country's education system has increasingly moved towards nurturing self-directed learners, with an emphasis on personalized learning and the use of technology to support independent education.

One key example is the Singaporean Ministry of Education's "Teach Less, Learn More" initiative, which aims to reduce the emphasis on rote learning and allows students more opportunities to engage in self-directed activities. This initiative encourages students to take

charge of their learning through independent projects, research, and inquiry-based activities. In higher education, universities such as the National University of Singapore (NUS) and the Nanyang Technological University (NTU) offer flexible learning options, including online courses, research-driven projects, and interdisciplinary programs that allow students to explore topics of interest at their own pace.

Self-directed learning has been increasingly emphasized within Singapore's educational framework. Research has explored how this approach is integrated into primary and secondary schools, highlighting its role in fostering student autonomy and lifelong learning skills. Studies have examined the use of digital platforms, e-learning resources, and online assessments as key tools in supporting independent learning. Additionally, the implementation of self-directed learning in Singaporean schools has been analyzed in relation to curriculum design, teacher facilitation, and student engagement. The evolving educational landscape continues to shape the ways in which self-directed learning is practiced, reflecting broader trends in personalized and technology-enhanced education. [Low, E.L, 2017: 16-23.]

The emphasis on self-regulated learning, reflective thinking, and metacognition has grown within Singapore's education system as part of efforts to develop 21st-century competencies and lifelong learning skills. Many researchers have contributed to research on self-regulated learning, particularly in higher education. They discuss how Singaporean universities leverage technology to facilitate self-regulation and independent learning. They stress that the integration of learning management systems (LMS), online forums, and digital collaboration tools encourages students to manage their time, set goals, and assess their progress autonomously.

In this study, students' perceptions of their self-regulated learning (SRL) strategies in Secondary Social Studies were examined after participating in a computer-based learning environment (CBLE) lesson utilizing online information sources. Semi-structured group interviews were conducted to identify the SRL strategies employed by students from two different schools. Within the CBLE, SRL strategies were embedded as instructional prompts designed to support students during

task completion. Following the lesson, students reflected on their work and identified the SRL strategies they had used in their learning process. The findings highlight a range of SRL behaviors demonstrated by students in planning learning tasks, monitoring their progress, and reflecting on their learning experiences. The study underscores the significance of SRL strategies in Social Studies education as a means to enhance student learning outcomes.[L.Seo at all, 2021: 1-17]

Canada continues to advance independent education through the efforts of several notable researchers and organizations. Dr. Shelley Moore, a Canadian educator and researcher, has significantly influenced inclusive education practices. Her work emphasizes the importance of integrating students with diverse needs into mainstream classrooms, promoting individualized learning approaches that benefit all students. In her book, *One Without the Other*, Moore advocates for educational reforms that accommodate varied learning styles and abilities for inclusive education and seeks to reform Individualized Education Programs to better suit the needs of individual students. Drawing from real-life experiences in her own classroom, this passionate and innovative educator explores key topics such as inclusion as both a philosophy and practice, the distinction between integration and inclusion, and strategies for making inclusion effective for students with diverse abilities. Discussions on differentiation, the role of special education teachers and other support staff, and universal design for learning highlight the ongoing dialogue on special education and inclusive teaching. This book is relevant to a wide range of educators, including special education teachers, educational assistants, resource teachers, classroom teachers, administrators, and superintendents. [Sh. Moore,2016: 66-79]

The Social Research and Demonstration Corporation (SRDC), an independent non-profit research organization, plays a pivotal role in evaluating educational programs across Canada. Established in 1991, SRDC specializes in designing and assessing large-scale demonstration projects aimed at identifying effective policies and practices in education. Their work encompasses a wide range of social policy domains, including education, literacy training, and child development, providing valuable insights into the efficacy of independent educational initiatives.[en.wikipedia.org]

In 2025, self-education is undergoing significant transformations, driven by technological advancements and evolving educational paradigms. Artificial intelligence (AI) stands at the forefront of this evolution, offering personalized learning experiences that adapt to individual needs. AI-driven platforms analyze learners' progress and preferences, tailoring content to optimize understanding and retention. For instance, Estonia has launched the AI Leap initiative, collaborating with tech companies to integrate AI education into high school curricula, aiming to prepare students for future challenges.

Immersive technologies, such as virtual reality (VR) and augmented reality (AR), are redefining self-directed learning by providing interactive and engaging environments. These tools enable learners to explore complex subjects through simulations and virtual experiences, enhancing comprehension and practical application. The integration of VR and AR into educational content allows for experiential learning that was previously inaccessible.

The rise of hybrid and blended learning models combines in-person and online instruction, offering flexibility and accessibility to learners worldwide. This approach caters to diverse learning styles and schedules, making education more inclusive. Institutions are redesigning learning spaces and curricula to support this hybrid model, ensuring that both physical and virtual learners receive cohesive and comprehensive education.

Microlearning has emerged as a prominent trend, focusing on delivering content in concise, focused segments. This method aligns with the modern learner's preference for on-demand, easily digestible information, facilitating better retention and application of knowledge. Microlearning modules are particularly effective in professional development, allowing individuals to upskill efficiently without significant time commitments.

Emotional intelligence and soft skills development are gaining emphasis in self-education, recognizing their importance in personal and professional success. Educational programs are incorporating training that fosters empathy, communication, and adaptability, equipping learners with the interpersonal skills necessary in today's collaborative environments. This holistic approach ensures that

individuals are not only knowledgeable but also emotionally competent.

The landscape of self-education in 2025 is characterized by the integration of advanced technologies and innovative learning models. These developments empower learners to take control of their educational journeys, tailoring experiences to their unique needs and goals. As self-directed learning continues to evolve, it promises to make education more personalized, accessible, and effective for diverse populations. Currently, self-education is evolving through technological advancements and innovative learning models. AI-driven platforms personalize learning by adapting to individual needs, while immersive technologies like VR and AR enhance engagement through interactive experiences. Hybrid and blended learning models offer flexibility by combining in-person and online instruction. Microlearning delivers concise content for efficient skill development, particularly in professional settings. The role of digital tools, artificial intelligence, and immersive technologies continues to expand, providing learners with greater flexibility and access to personalized resources.

Additionally, education is placing greater emphasis on emotional intelligence and soft skills, preparing learners for personal and professional success. These trends collectively make self-directed learning more personalized, accessible, and effective for a diverse range of learners.

As education systems worldwide shift towards fostering independent learning, the development of critical thinking, problem-solving, and self-motivation remains central. These efforts not only prepare individuals for lifelong learning but also equip them with essential skills for an increasingly complex and digital world. Moving forward, international collaboration and continued research will be key in refining best practices and ensuring that independent education remains accessible, effective, and adaptable to future challenges.

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BO'LAJAK RAHBARLAR KASBIY FAOLIYATIDA INGLIZ TILI O'QITISHNING ROLI

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***Kalit soʻzlar:** lingva franka, global fuqarolik, kasbiy faoliyat, liderlik, bilingual, poliglott, kreativlik, innovatsion fikrlash, global hamkorlik*

Bugungi kunda dunyo shiddat bilan rivojlanayotgan zamonda odamlar oldingidanda koʻproq maʼlumot almashmoqdalar va butun yer yuzini yaxlit bir makonga aylantirganlar. Shu oʻrinda ingliz tili insoniyat uchun ularni birlashtiruvchi nafaqat aloqa vositasi balki taʼlim, iqtisodiyot, tibbiyot, texnologiya, diplomatiya va boshqa muhim sohalarining ish yurituvchi asosiy tiliga aylanib ulgurgan. Ingliz tilshunosi Deyvid Kristalning taʼkidlashicha, ingliz tili bugungi kunda lingva franka sifatida jahonning koʻplab sohalarida keng qoʻllaniladi va bu tilni bilish global fuqarolikning bir qismi hisoblanadi [Kristal.D, 2003:175]. Mamlakatimizda ham xorijiy tillarni, ayniqsa ingliz tilini oʻrganishga katta eʼtibor qaratilayotgani quvonarli hol. Jumladan Oʻzbekiston Respublikasi Prezidentining “Oʻzbekiston Respublikasida xorijiy tillarni oʻrganishni ommalashtirish faoliyatini sifat jihatidan yangi bosqichga olib chiqish chora-tadbirlari toʻgʻrisida” 2021-yil 19-maydagi PQ-5117-son qarori va Oʻzbekiston Respublikasi Vazirlar Mahkamasining “Xorijiy tillarni oʻrganishni takomillashtirish boʻyicha qoʻshimcha chora-tadbirlar toʻgʻrisida” 19.01.2022 yildagi 34-son qarori taʼlim tizimida chet tillarini oʻqitishni tubdan isloh qiladigan qarorlar boʻldi. Oliy taʼlim muassasalarida ingliz tilining oʻqitilishi ham yangi bosqichga olib chiqildi Oliy taʼlim muassasalarida tegishli mutaxassislik fanlari boʻyicha xorijiy tilda oʻqitish amaliyotini yoʻlga qoʻyish, xorijiy tillar boʻyicha mutaxassislarga ehtiyoji yuqori boʻlgan sohalar bilan aloqalarni mustahkamlash, iqtisodiyotning turli tarmoqlarida faoliyat yuritayotgan mutaxassislarga bir yoki bir necha xorijiy tillarni oʻrgatish boʻyicha qisqa muddatli intensiv oʻquv kurslarini tashkil etish, oliy taʼlim muassasalarining oʻquv jarayoniga xorijiy mutaxassislarni jalb qilish shular jumlasidandir.

Bundan tashqari xalqaro hamkorlikni rivojlantirish, rivojlangan davlatlar tajribasini oʻrgangan holda yurtimizda tadbiq etish, xalqaro maydonda oʻzini namoyon qilish va xorijiy davlatlar ish uslublarini oʻrgangan holda boshqaruv shakllarini ishlab chiqish uchun ingliz tilini oʻrganish oliy taʼlim muassasalarida tahsil olayotgan boʻlajak rahbarlar uchun ham oldilariga qoʻyilgan ulkan maqsadga aylandi. Shuni alohida taʼkidlash joizki, toʻgʻri qaror qabul qilgan holda munosib rahbar

tanlash bu bir tashkilotning, muassasaning, katta kompaniyaning, butun xalqning yutug‘i yoki inqirozi bo‘lishi mumkin. Chunki odamlar guruh bo‘lib yashar ekan va ma’lum bir faoliyat bilan shug‘ullanar ekanlar ular boshqaruvchiga muhtojlar. O‘zbek pedagoglaridan B.S.Abdullayeva o‘zining “Umumiy pedagogika” kitobida: “Har qanday miqyosidagi bevosita ijtimoiy yoki birgalikda qilinadigan mehnat idora qiluvchiga ma’lum darajada muhtojdir. Bu idora qiluvchi individual ishlarni bir-biriga muvofiqlashtiradi va ishlab chiqarish organizmining mustaqil organlari harakatidan farq qilib, butun organizm harakatidan kelib chiqadigan umumiy vazifalarni bajaradi. Yakka skripkachi o‘zini o‘zi idora qiladi. Lekin, orkestr esa - dirijyorga muhtojdir.[B.S.Abdullayeva,2020:496]. Demak, to‘g‘ri boshqaruvning muhim sharti - boshqaruvchi - rahbarning bo‘lishidir”- degan fikrlarni alohida ta’kidlagan.

Muvaffaqiyatli rahbarni tarbiyalash nafaqat ota-ona, balki ta’lim beruvchi ustozlar zimmasidagi vazifa bo‘lib, bo‘lg‘usi rahbarlar ular yordamida faqatgina boshqarishni emas ilhomlantirish, motivatsiya berish, jamoada do‘stona ruhni shakllantirish, qo‘llab-quvvatlash, hamfikrlik kabi boshqaruvchi uchun zarur bo‘lgan xususiyatlarni ham o‘rganadilar. Kanadalik mashhur menejment olimi Henry Mintzbergning fikricha rahbar shaxs quyidagi muhim xususiyatlarga ega bo‘lishi kerak:

- Kommunikatsiya qobiliyati
- **Empatiya va emotsional intellekt**
- Strategik fikrlash va qaror qabul qilish
- Moslashuvchanlik va qiyinchiliklarga qarshi kurashish
- Insoniy resurslarni boshqarish
- Tashkiliy va boshqaruv ko‘nikmalari
- Insonlar bilan ishlash qobiliyati
- Ma’lumotni tahlil qilish va qarorlar qabul qilish
- Raqobatbardoshlik va innovatsion fikrlash
- Ijtimoiy va etik me’yorlarga amal qilish

Henry Mintzbergning fikrlarini qo‘llab-quvvatlagan holda shuni alohida ta’kidlamogchimanki, bugungi globallashtirish asrida har bir yetakchi rahbar poliglott bo‘lishi, ya’ni bir necha tillarda muloqat qila olishi kerak. Boshqaruvchining liderlik sifatleri haqida so‘z borganda u

kamida bilingual, ya'ni ikkita tilda bemalol faoliyat yurita oladigan odam bo'lishi kerakligiga alohida urg'u beriladi. Boshqaruv jarayonini sifatli va samarali olib borish uchun bo'lg'usi rahbarlarni ham intellektual ham emotsional jihatdan yetuk qilib tarbiyalash liderlikning asosiy kompetensiyalaridan biri hisoblanadi. Bu haqida amerikalik psixolog olim Daniel Goleman o'zining mashxur "Emotsional intellekt" asarida rahbarlarning yetakchilik mahoratining muvaffaqiyatga erishishdagi ahamiyatini ta'kidlagan. Uning fikricha, rahbarlarning muvaffaqiyati nafaqat intellektual bilimlarga, balki emotsional intellektga, ya'ni odamlar bilan muloqot qilish va ularga yetakchilik qilish qobiliyatiga bog'liq. Ingliz tilini bilish bu jarayonni yanada samarali qilishga yordam beradi, chunki ko'plab xalqaro ilmiy manbalar va treninglar ingliz tilida butun dunyo bo'ylab topiladi.[Daniel Goleman,1995:83]. Ta'lim tizimida izlanuvchilarning mustaqil faoliyat olib borishlarida, ilm-fanda innovatsion yangiliklarning ko'payishida, yangidan-yangi ixtirolar, ilmiy yangiliklar qilinishida va ilmiy faoliyatning qo'llab-quvvatlanishida, albatta rahbarlarning dunyoviy bilimlarga ega bo'lishi, zamonaviy, kreativ fikrlash salohiyatiga ega bo'lishi juda muhim. Shunday ekan ingliz tilini bilish rahbarga o'zining kasbiy faoliyatida muvaffaqiyatlarga erishish kaliti va boshqaruvni samarali olib borib o'zini, jamoasini va ilm-fanni rivojlantirish uchun asosiy manba bo'lib xizmat qiladi. Shuning uchun bugungi ta'lim tizimimizda ingliz tilini oliy ta'lim muassasalarida o'qiyotgan bo'lajak rahbarlarga mukammal o'rgatish metodlarini ishlab chiqish, innovatsion texnologiyalardan foydalangan holda darsda va undan tashqarida ham tilni amaliyotda qo'llashga imkon yaratish va avvalo ingliz tilini bilgan rahbarlarning boshqalarga qaraganda qancha ustunliklarga ega bo'lishlarini talabalarga misollar bilan, ilmiy asoslar bilan tushuntirish o'qituvchilar oldidagi dolzarb masaladir.

Ingliz tilini o'qitish orqali o'qituvchilar bo'lajak rahbarlarda quyidagi ustunliklarni shakllantirishlari mumkin:

1. Global hamkorlik va muloqot: Hozirgi kunda ta'lim sohasida xalqaro aloqalar zamon bilan hamnafaslikda rivojlanmoqda. Ingliz tilini bilish bo'lajak rahbarlarga boshqa davlatlardagi ta'lim tizimlari va menejmentning xalqaro standartlari bilan tanishish imkonini beradi. Bu esa rahbarlarga samarali boshqaruvni amalga oshirishda zarur bo'lgan bilimlarni olishda yordam beradi. Rivojlangan davlatlar ta'lim

tizimlarini va global menejment standartlarini mukammal o'rgangan holda yurtimizda tatbiq etish orqali ta'lim tizimi rivojiga hissa qo'shish imkoni paydo bo'ladi. Britaniyalik notiq va ta'limshunos Ken Robinsonning fikriga ko'ra, ta'lim tizimlari o'z o'quvchilarini nafaqat mahalliy, balki global muhitda ham muvaffaqiyatli bo'lishga tayyorlashi kerak. Rahbarlar ingliz tilini bilishi, ularning xalqaro miqyosda fikr almashish, zamonaviy ta'lim metodologiyalari va innovatsiyalar bilan tanishish imkoniyatlarini kengaytiradi. Ingliz tili global biznes va ta'lim olamida asosiy til bo'lib, rahbarlarning bu tilni bilishi xalqaro aloqalar va hamkorlikni osonlashtiradi.

2. Kasbiy rivojlanish va kasbiy tarmoqni kengaytirish: Bo'lajak rahbarlar uchun ingliz tili o'rganishning eng katta afzalliklaridan biri bu mutlaqo yangi madaniyat, jamiyat bilan tanishib ijtimoiy munosabatlarda to'g'ridan to'g'ri ishtirok etish imkonidir. Ingliz tilini bilish, rahbarlarga xalqaro tarmoqlarga qo'shilish va o'z kasbiy aloqalarini kengaytirish imkoniyatini yaratadi. O'zlari uchun olgan yangiliklarini tahlil qilib jamiyatimizga, bizning ta'lim tizimimizga moslab joriy etish orqali rahbarlar o'zlarining faoliyatida yangilik qila oladilar. Til o'rganish orqali erishish mumkin bo'lgan ustunlik jihatlarni va kasbiy rivojlanishdagi ahamiyatini xorijiy olimlar ko'p o'rganganlar va pedagog, ta'lim nazariyotchisi Hovard Gardner o'zining "Ko'p qirrali intellekt" nazariyasida tillarni o'rganishning insonning intellektual rivojiga katta ta'sir ko'rsatishini ko'rsatgan. Uning fikricha, boshqa tilni bilish, xususan ingliz tilini o'rganish, insonning kognitiv qobiliyatlarini yaxshilaydi, shu jumladan muammolarni hal qilish va qarorlar qabul qilish qobiliyatini ham. [Howard Gardner, 1983:56].

3. Innovatsion fikrlash va ilmiy tadqiqotlar: Bugungi kunda dunyo bo'yicha olib borilayotgan ilmiy ishlarning katta qismi ingliz tilida ekanligini inobatga olgan holda boshqaruv xodimlari avvalo o'z ilmiy va kasbiy faoliyatini rivojlantirish uchun bu tilni bilishlari shart. Dunyoning eng nufuzli oliygohlari qatorida turgan birinchi 10 ta universitet ham aynan ingliz tilida faoliyat yuritishi, internet saylaridagi ilmiy manbalarning 90 foizi aynan shu tilda ekanligi va xalqaro konferensiyalar, treninglar va forumlar ingliz tilida olib borilib, 90 foiz bitimlar shu tilda tuzilishi uni o'rganish zarur ekanligining yana bir isbotidir. Yaxshi rahbar bo'lish uchun xalqaro boshqaruv standartlarini

o'rganish bilan bir qatorda ilm-fandagi so'nggi yangiliklardan xabardor bo'lish ham kerak. Bu borada O'zbekiston Respublikasi Prezidentining "Ilm-fanni 2030-yilgacha rivojlantirish konsepsiyasini tasdiqlash to'g'risida" 29.10.2020 yildagi PF-6097-son farmoni imzolangan bo'lib unda ilm-fanni rivojlantirish uchun boshqaruv xodimlarini va ilmiy izlanuvchilarni xorijiy davlatlarning nufuzli ilmiy va ta'lim muassasalariga qisqa muddatli stajirovkalarga yuborish xarajatlarini davlat hisobidan moliyalashtirish hamda innovatsiyalar va ilmiy-tadqiqot natijalarining xalqaro formatda yoritilishi nuqtai nazariga muvofiq, o'rinli holatlarda o'zbek va ingliz tillarida asoslangan ilmiy yondashuvlar o'z ma'nosida tushunarli bo'lishi dolzarblik kasb etishiga alohida e'tibor qaratilgan. Shunday ekan ingliz tilini bilish xalqaro formatda ilmiy maqolalarni sifatli tayyorlash va nashrga berish bo'yicha yetarli ko'nikma va tajribalarga ega bo'lish asnosidagi ob'ektiv zaruriyat bo'lishi bilan birga IMRAD uslubiy jihatlar, pirovardida, ilmiy maqolaning munosib darajadagi betakror shakl va mazmun, natija va qiymatlikda tayyorlanishiga salmoqli yordam beradi.

4. Kreativ yondashuvlar va model bo'lish: Hozirgi zamon globallashuv sharoitida rahbarlar an'anaviy boshqaruv metodlaridan voz kechib, yangiliklarga ochilishi, yangi menejment ko'nikmalarini egallashi hamda boshqaruv faoliyatiga ijodiy yondashishi kerak. Shundagina ta'lim muassasalarida ularning qo'l ostida faoliyat yuritayotgan o'qituvchi va xodimlar ham talabalar bilan ishlashda kreativ, yangiliklarga ochiq bo'ladilar va talabalarning o'quv faoliyatlarida ularga ortiqcha bosimning oldini olib ijodkorlikka o'rgata oladilar. Bu haqida professor M.F. Xakimova tadqiqotlarida optimal miqdordagi ma'lumotni tanlash va uni talabalarning imkoniyatlariga moslashtirish zarurligi hamda bu uchun oliy ta'lim muassasalariga qo'yilgan davlat talablarini bilish kifoya ekanligini aytib o'tganlar. Shuningdek talabalar hayoti va salomatligini xavf ostiga qo'ymasdan, yuqori sifat va samaradorlikka erishib, hamkasblar bilan to'liq aloqa o'rnatish, yoshlarga mentorlik qilish, ularning bilim va tajribalarini oshirish hamda kreativlikka o'rgatish bo'yicha o'z tavsiyalarini berib o'tganlar. [M.F. Xakimova,2020:282]. Demak, bo'lajak rahbarlar o'qish davridan boshlab kreativlikka o'rgatilsagina ular o'zlarining kasbiy faoliyatida buni qo'llay oladilar. Bularning barchasi ingliz tilini

o'rganish orqali ancha osonlashadi va dunyo miqiyosidagi eng yaxshi ta'lim amaliyotlari va kreativ metodlarni o'rganish imkoniyatini beradi. Til bilgan rahbarning dunyoqarashi kengayib, turli davlatlarda stajirovka, seminar va konferensiyalarda o'rganganlarini o'z ta'lim tashkilotida qo'llash orqali xodimlariga va talabalarga professionalizm va mas'uliyat, innovatsiya va kreativlik jihatidan model bo'la oladi.

5. Onlayn faoliyat va texnologik ko'nikmalarni rivojlantirish: Insoniyat zamonaviy texnikalar, onlayn platformalar, sun'iy intellekt va raqamli texnologiyalar qurshovida yashayotgan davrda biror muassasani idora qilayotgan shaxs bunday oqimdan chetda turishi mutlaqo imkonsiz. Ingliz tilini mukammal o'rganish bo'lajak rahbarlarga internetdagi global ta'lim resurslariga kirish, zamonaviy raqamli vositalar va platformalardan samarali foydalanishni o'rganish imkonini yaratadi. Coursera, edX, Udemy, Khan Academy kabi ko'plab onlayn ta'lim platformalari ingliz tilida yuritilishini inobatga olgan holda ingliz tilini bilish nafaqat rahbarlar, balki ta'lim tizimidagi barchaga birdek kerak. Bundan tashqari dunyo bo'ylab onlayn kurslar va vebinarlar tashkil qilinib rahbarlar o'rtasida o'zaro tajriba almashish dasturlari amalga oshiriladi. Ta'lim muassasalarining rahbarlari onlayn ta'lim shaklini yaratish orqali talabalar va xodimlarga onlayn faoliyat olib borish imkonini yaratib beradilar. Jahonning rivojlangan o'quv yurtlaridagi onlayn ta'lim platformalarini o'rganishlari va ingliz tilida olib boriladigan darslarni shaxsan kuzatib o'rganish orqali mukammal platformalar yaratishga yangi g'oyalar olishlari mumkin.

Xulosa qilib aytadigan bo'lsak, oliy ta'lim muassasalarida o'qiyotgan bo'lajak rahbarlarni boshqaruv faoliyatini samarali olib boradigan va yurtimizdagi ta'lim tizimining yanada gullab yashnashiga hissa qo'sha oladigan haqiqiy boshqaruvchilar qilib tarbiyalash uchun ular da liderlik xususiyatlarini shakllantirish bugungi kunda jamiyatimizdagi ustuvor vazifalardan biri bo'lib qolmoqda. Ayni damda ingliz tili xalqaro hamjamiyatga chiqish, xalqaro maydonlarda o'zligimizni namoyon qilish, iqtisodiy hamkorlik o'rnatish va tajriba almashish, kreativ va tanqidiy fikrlashga odatlanish, eng so'nggi ilmiy izlanishlardan xabardor bo'lish va butun dunyo ilmiy manbalaridan foydalanish, rivojlangan davlatlar boshqaruv modellarini o'rganib kasbiy faoliyatda qo'llash uchun eng muhim vosita bo'lib xizmat qilmoqda. Shunday ekan oliy ta'lim tizimida ingliz tilini o'qitishda

yangi metodlar ishlab chiqib ularni amaliyotga joriy etish davom etadi va mavjud imkoniyatlardan unumli foydalangan holda o'qitish texnologiyalari va metodlari takomillashtiriladi.

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THE COMPONENTIAL STRUCTURE OF SOME INTERJECTIONAL WORDS IN ENGLISH, RUSSIAN AND KYRGYZ AND THE WAYS OF THEIR TRANSLATION

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Annotation: *In the article, the author describes the interjectional words from the works of famous writers such as Ch.Aitmatov, Main Reed and others. Moreover, in the article given the analysis of interjections in three languages and then the author suggested the etymological and semantic analysis to the interjectional words.*

Key words: *interjections, analysis, structure, content, component, translation, comparison, features, correspondence.*

Interjectional words, unlike other word groups, are a linguistic category that has not been widely studied in linguistics, especially in the Kyrgyz language. These words can change the intonation aspect of sentences and phrases; they are closely related in meaning to other words in the structure of the sentence. Various opinions on the structure in linguistics have been widely and comprehensively reflected in the works of many scientists (Vinogradov V. A., Doblaev L. P., Ilyina N. V., Tener L.). Since the structure of interjections has not been widely studied in the science of the Kyrgyz language until now, we have come to the conclusion that the study of the structure of interjection words in various contexts is relevant in this chapter. In conducting a structural analysis of interjections, our goal is to select and structurally analyze the mystery words in the three-language translations of Aitmatov's "Jamila", "Gulsarat", "Kylym karytar bir kun", "Qiyamat", William Shakespeare's "Hamlet", Mark Twain's "The Adventures of Huckleberry Finn" and "The Adventures of Tom Sawyer", and Jack London's "White Fang". We set ourselves the task of finding one-, two-,

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three-, four-, five- and six-component interjectional words from the selected English materials and comparing their translation into Russian and Kyrgyz with the original. We also found interjectional words in the Kyrgyz V, VC, CV, CVC structures and gave their phonetic features. According to the results of the study, we noticed that the number of one-component interjectional words is the largest, and we indicated them in numbers. We found the following structures among the models of such interjectional words:

1. Interjection - Interjection word (one-component).
2. Preposition-Interjection; preposition+interjection (two-component).
3. Noun+ Noun; noun+noun.
4. Abbreviated Pronoun + Pronoun; abbreviated pronoun + pronoun.
5. Adjective + Noun; adjective + noun.
6. Adverb + Pronoun; adverb+ noun.

2.1. A) Model 1 - One-component interjection words

1-component secret words in English and their translation into Russian and Kyrgyz.

One-component (Interj.) secret words in English and Russian are translated into Kyrgyz as one-component secret words. In such conditions, there is no difficulty in translating, since they often consist of universal secret words that apply to all mankind. “

- *Ah, my dear ones, we shall preserve your letters like a talisman!*”

[Ch. Aitmatov, Jamila, translation of Glagoleva, 1978:26]

“- *A-a, дорогие мои, как талисман мы будем хранить ваши письма!*”

[Ч. Айтматов, Джамиля, 1984:24]

“- *A-a, садага болоюндарым, катыңарды тумардай гана сактайбыз го!*” [Ч. Айтматов, Жамийла, 1984:458]

In terms of formal structure and composition, English interjections can also be one-component. The example given in English above also contains a one-component interjection. When translated into Russian and Kyrgyz, it is given as a functional equivalent by one interjection, and can achieve semantic adequacy. In the Oxford Dictionary, Ah [1993, 13], the transcription of the interjection is given with a prolonged sound [a:]. In Russian and Kyrgyz, the interjection A-a consists of two

sounds, is written with a hyphen, and is clearly pronounced. In all three languages, these interjections are at the beginning of the sentence and are separated by a comma. We can see from the prolonged vowels that interjections in this model are in the form of strengthening a person's inner feelings in Kyrgyz and Russian. From this, we have seen that interjections in unrelated languages have the same formal structure.

2. Interjections in English, Russian, and Kyrgyz

“- **Нм**. *Where are you going?*” [Ch. Aitmatov, *Tales of the mountains and steppes*, 1978:151].

“- **М-м**. *Ну и куда же теперь?*” [Ч. Айтматов, *Прощай Гульсары*, 1984: 291].

“-**М-м**. *Эми кайда бармаксың?*” [Ч. Айтматов, *Гулсарат*, 1978: 43].

In the sentences of this model, the meaning of thinking is translated by similar syllabic words. Also, syllabic words come at the beginning of the sentence in all three languages, and we can see the inherent syllabic word in one component. If we pay attention to the etymology of the English syllabic word **Hm**, it is said with the lips closed and there is information that it comes from the Indo-European words **mum**, **mumming**, **mumble** [Bates, *Naturalist on the Amazons*, 2nd., ed., p. 404; Markham in ‘ *Tr. Eth. Soc.*, vol. Iii. p. 143]. In Zulu language **momata** (жабык ооз менен кыбыроо), in Taiti language **mamu** (тынчтанып туруу), in Chili language **nomn** (тынч болуу) ж.б. Therefore, in Indo-European languages, this secret word is pronounced with the mouth closed and has the meaning of thinking. In Russian and Kyrgyz, the secret word **M-m** is pronounced with the mouth closed, and even if the word is not pronounced, we can tell its meaning from the sound it makes. The meaning of this secret word has an isomorphic phenomenon in all three languages.

3. One-component (Interj) in English, Russian, and Kyrgyz.

“- **Ау**, *truly!*” [W. Shakespeare, *The tragical History of Hamlet*, 1985:47].

“- **Да**, *это правда!*” [У. Шекспир, *Гамлет*, 1989:177].

“- **Албетте!**» [В. Шекспир, *Гамлет*, которгон Сооронбай Жусуев, 1983:94].

In this English example, the interjectional word is given by a simple word and has one component. Such interjection words are classified as

innate words in terms of structure. According to the Oxford dictionary, [Oxford wordpower dictionary, 1993: 39] in English, the interjection word Ay [ay] is pronounced in two variants: Aue and Au. When translated into Kyrgyz, they mean yes. Such words, which are often used in Scotland and Northern Ireland, are considered to have dialectal properties. In the Russian example, this interjection word consisting of one component is given in exactly the same way and is adequately translated through one word. However, in Kyrgyz, this emotion is given by the particle , of course. According to K.K. Yudakhin's [1957: 295] Kyrgyz-Russian dictionary, we know that this word comes from the Arabic language. This word is included in the word of parenthesis, and in the context we have given the example, it has performed the function of an interjection word. In English and Russian, this interjection word is placed at the beginning of a sentence and separated by a comma, but in Kyrgyz it forms a separate sentence. Therefore, in Kyrgyz, this word expresses the emotion of affirmation and is emphasized by an exclamation mark.

4. When translating a one-component interjection in English (Interj.), it is necessary to translate it into two-component interjections in Russian, and in Kyrgyz, the same method is used. (Particles + Particle), only the word parts are exchanged when translating into two-component interjections.

“- *Well-started Boston, in genuine surprise, involuntary flinching from Bazarbai's raised fist*”[Ch. Aitmatov, The place of the skull, 2000: 237].

“-*Ну и ну!* - искренне удивился Бостон, невольно отгораживаясь от Базарбая рукой. ...” [Ч. Айтматов, Плаха, 1989: 214].

“- *Ой-тооба!* – Базарбайдан аргасыз өзүн колу менен калкалап жатып чын дилинен таң калды Бостон...” [Ч. Айтматов, Кыямат, 1988: 263].

Here, in English, Well is an adverb, and as an interjectional word, it shows surprise with the help of context, so by conducting a semantic analysis, we found out that the secret word is hidden in the text and that it creates conditions for finding other secret functions. In certain circumstances, the inner feeling can be expressed not only by secret words, but also by some other word groups. In Russian, however, the

particle *nu* is pronounced in the form of reduplication, enhancing the emotion. In the Kyrgyz sentence *Oi-tooba!*, the secret word *oi* and the noun *tooba*, which means repentance, form a separate sentence and are given with an exclamation mark. The word “*tauba*” in the Islamic understanding means to repent to God without committing a sin. It is clear to us that Boston is sincerely surprised in this sentence. Therefore, one interjectional word in English is translated into Russian and Kyrgyz with two words.

5. In English and Russian, one-component (Interj.) is used in a slightly different way in Kyrgyz (it consists of several words and conveys the character's inner feelings, even if there is no pure secret word).

“- *We----el*, *Petrushka's eyes bugled and he gave a fatuous whistle*”[Ch. Aitmatov, *The place of the skull*, translation of Natasha Ward, 2000: 83].

“-*Ого!* – *вытаращил глаза Петруха и дурашливо присвистнул...*” [Ч. Айтматов, *Плаха*, 1989: 86].

“*Петруха көзүн алайтып, эрдин түтүктөй чүйрүп, башын кылжыңдатып үшкүрүп койду. ...*”[Ч. Айтматов, *Кыямат*, 1988: 99].

Analyzing this example from a semantic point of view, we can see that the character's inner feelings are conveyed in a very interesting way. In English, the interjectional word meaning is conveyed by a prolonged adverb, and as mentioned above, other word groups can also play the role of interjectional words. The prolonged pronunciation of the vowels in the word *We----el* indicates that *Petruha* was very surprised. In the Russian sentence, a similar meaning is conveyed by a single-component inherent mysterious word and forms a separate sentence ending with an exclamation mark. However, when the meaning of the interjectional word in English and Russian is translated into Kyrgyz, it is expressed only by the phrases “*kowzyn alaytyp*” and “*ushkuryu moyty*”. Here we can only know what kind of emotional state this is conveyed by observing the character's state. Therefore, in some cases, interjectional words in English and Russian may not be conveyed in Kyrgyz. The above example also shows us that they can be conveyed by another word or phrase.

6. In English, a one-component (Interj.) secret word is translated into Russian and Kyrgyz with one component (Adv.) = (Interj.). In Russian, an adverb plays the role of an interjectional word.

- **“Geewhillikins**, *Isaid “but what does the rest of it mean?”* [M. Twain, *The adventures of Huckleberry Finn*, 1956: 512].

“**Здорово!** - говорю. - *А все остальное-то что значит?*” [М.Твен, *Приключения Гекльберри Финна*, перевод Аникиной, 1997: 253].

“**-О-мий**, укмуш экен! – дедим мен. *Ал эми калгандары эмнени билдирет?*” [Твен М., *Хеклберри Финндин жоруктары*, 2011: 325].

In English and Russian, the word **whillikins**, which consists of one component, is translated into three words in Kyrgyz. In English, the compound word whillikins, which consists of two words, is composed of the words gee and whillikins. According to the Oxford Dictionary, both are whillikins, which are used to express surprise, and the word whillikins is added to gee to enhance the emotional meaning of the sentence. According to the Oxford Dictionary, this word was even very popular in America in the 19th century. In some places, this word is understood as a synonym for Jerusalem and is used instead of Jesus [blog. oxforddictionaries.com]. This word comes at the beginning of the sentence, is enclosed in quotation marks, and is separated by a comma. In Russian, the adverb **Здорово!** acts as a whillikin in this sentence and is considered a derivative word. In such cases, it forms a separate sentence and is indicated by an exclamation mark. Oh, that's amazing! The sentence consists of a single component exclamation point, but in addition to this point, an adjective and the nominative form of the verb are used. This sentence gives the meaning of the entire exclamation point, and strong emotion is expressed in writing with an exclamation point.

To sum up the above-described features of interjections, we could conclude that Interjectional words can change the intonation aspect of sentences and phrases; they are closely related in meaning to other words in the structure of the sentence. In the beginning of the article, we set the task to find one-, two-, three-, four-, five- and six-component interjectional words from the selected English materials and comparing their translation into Russian and Kyrgyz with the original. We tried to fulfill the mentioned task to find interjectional words in the structures

of CV or VC and gave their phonetic features. After translating and analyzing the interjectional words, we conclude that the number of one-component interjectional words prevail over the other components. There we could notice both isomorphic and allomorphic features in three languages; but in the given examples there more allomorphisms rather than isomorphic features. The first and second examples show the correspondences of three languages, while in the examples 3,4,5,6 differences demonstrated.

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OLIY TA'LIMDA TANQIDIY FIKRLASHNI RIVOJLANTIRISH PEDAGOGIK MUAMMO SIFATIDA

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***Annotatsiya:** Maqolada 21-asrda muhim ko'nikmalardan biri hisoblangan tanqidiy fikrlashning pedagogik muammo sifatida*

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shakllanishi hamda ushbu ko'nikmani formal ta'lim, xususan, oliy ta'lim muhitida shakllantirish va rivojlantirishga bo'lgan qarashlar va yondashuvlarning ilmiy sharhi keltiriladi.

Kalit so'zlar: *tanqidiy fikrlash, oliy ta'lim, pedagogika, skill, kognitiv ko'nikmalar, fikrlash*

Zamonaviy mehnat bozori paradgimasida ish beruvchilar va oliy ta'lim tizimi boshqaruvchilari tayyorlanadigan kadrlardan kutilgan asosiy hislatlardan biri sifatida ularda tanqidiy fikrlash, muammolarga yechim topa bilish, mustaqil o'rganish va rivojlanish malakalarining, salohiyatning mavjudligini ko'rishadi. AQSHlik pedagog olim F.Shlexti 21-asrda ta'lim muassasalarida o'qituvchilar o'quvchilarida "bilim olish strategiyalarini shakllantirish, bilimlarni tahlil qila olish, ko'nikma va malakasining shakllantirish, atrofida qilardan o'rganish, o'quv materiallaridan o'rganish, muayyan muammolar yechimiga yetaklovchi ma'lumotlarni faol qidirish va muammolarni yechishda mavjud resurslardan mohirona foydalanish" yo'llarini o'rgatishlari zurratiga e'tibor qaratib, bu usullar va strategiyalarni o'rgatish "o'qish va yozishni, umuman savodxonlikka o'rgatishdan ko'ra murakkabroq" [Schlechty, 1990; 123] jarayon ekanligini e'tirof etadi. F.Shlexti, shuningdek 21 asr maktablarida o'qituvchi rolini izohlar ekan shunday deydi: "kelajak maktablarida o'qituvchilar ma'lumot manbai sifatida emas balki, ma'lumotlarga yetaklovchi gid vazifasini bajaradi" [Schlechty, 1990; 124].

Ta'lim orqali o'quvchilar va talabalarning tanqidiy fikrlash ko'nikmalarini shakllantirish g'oyasi nisabatan yangi g'oya bo'lmasada o'quv dasturlari mazmuni va maqsadiga tanqidiy fikrlash ko'nikmalarini rivojlantirish kabi ta'limiy maqsadlar va mazmunni singdirish masalasi 2000-yillar boshiga kelib yanada keng ahamiyat kasb eta boshladi. Masalan, AQSHda 1930-yillardayoq U. Osborn [Baker, 2001: 175] ta'limning bosh maqsadi o'quvchilarda "fikrlash kuchi"ni shakllantirishga qaratilmog'i kerakligi haqidagi g'oyani ilgari suradi. Bu g'oya 20-asr boshlarida O'zbekistonda jadidchi mutafakkirlarning ishlarida ham o'z aksini topgan. Yana bir AQSH olimi Zigel [Siegel, 1980: 8] "biz o'quvchilarimizga tanqidiy tarzda ta'lim bermog'imiz lozim, bundan o'zgacha tarzda ta'lim berishning o'zi xato" deya ta'kidlaydi. Van Gelderga [Gelder, 2005: 44] ko'ra oliy

ta'limning bosh maqsadi talabalarda tanqidiy fikrlashni rivojlantirish hisoblanadi. Oliy ta'lim muassasalari ilm o'chog'i sifatida talabalarda turli sohalar bo'yicha bilimlar majmuini shakllantirishi va rivojdantirish kerakligini anglashi bilan bir qatorda ular talabalarni turli yo'nalishlarda murakkab tarzda, mustaqil fikrlovchi shaxs sifatida tarbiyalashning falsafiy zaruratini ham anglab yetmog'i zarur. Zigerning ushbu fikrini qo'llab-quvvatlar ekan Fasione [Facione, 2011: 4] oliy ta'lim muassasalari shunday ta'lim berishi kerakki bunda "shaxslar yaxshi qarorlar qabul qilish orqali o'z kelajaklarini yaxshilay olishga qodir bo'lishi kerak" degan g'oyani ilgari suradi. O'tgan yillar davomida ko'plab G'arb mamlakatlari oliy ta'lim muassasalari o'z ta'lim dasturlari mazmuniga tanqidiy fikrlashni integratsiya qilish ustida ish olib bormoqda [Barnes, 2005: 7; Elder, 2005: 42]. Biroq shunga qaramay ta'lim dasturlarini amaliyotga tatbiq etish, xususan, tanqidiy fikrlash ko'nikmalarini rivojlantirish metodologiyasi, o'qitish usullari, qo'llab-quvvatlov va oxir oqibatda ta'lim mazmunidan kutilgan natijalarda farqlar mavjud.

Fikrlash va o'ylashga ma'lumotlarga ishlov berishning usuli sifatidagi qarash tarixan formal ta'limning yo'lga qo'yilishidan boshlab uning asosini tashkil qiluvchi asosiy maqsadlardan biri bo'lib kelgan. Ya'ni formal ta'lim, u maktab ta'limi yoki universitet ta'limi bo'ladimi o'quvchi va talabalarda ma'lumotlarni eslab qolish, qayta ishlash va uzata bilishni o'rgatishga qaratilgan. Bunday ta'limda o'qituvchilarda har bir dars yakunida o'quvchilar bilishi kerak bo'lgan masalalar, bilimlar majmui ro'yxati bo'lgan. O'rganish bo'lsa qisqa muddatli bo'lib, o'z ichiga asosan ma'lumotlarni eslab qolishga qaratilgan faoliyat turlarini olgan. Darsdagi asosiy urg'u mazmunni o'qitish va o'quvchi, talabalarining ma'lum mavzu bo'yicha bilimini oshirishga qaratilgan. Tarix nuqtayi nazaridan o'qitishning ushbu an'anaviy maqsadlariga qaralsa, o'qitish metodlari nafaqat o'sha davrda mavjud talablarga mos balki samarali ham bo'lgan. Ya'ni o'tmishdagi jamiyat ehtiyojlari va kutilmalariga ta'lim maqsadlari, ularga erishish usullari va vositalari mos bo'lgan. Maktab yoki oliy ta'lim muassasalari bitiruvchilari soha bo'yicha keng ko'lamli bilimlar majmuiga ega bo'lgan holda o'qishni tamomlagan. Biroq hozirda, biz yanada axborotlashgan davrda yashar ekanmiz va jamiyatlar hayotida ilgari o'z ko'lami va tabiatiga ko'ra hech qachon kuzatilmagan global, ijtimoiy,

iqtisodiy va atrof-muhitga oid muammolar avj olar ekan o‘quvchi va talabalarga ma’lumotlarni yodlash, esda saqlashga qaratilgan ta’lim yondashuvlari, metod va vositalari zamonaviy jamiyat ehtiyojlarini to‘laqonli qondira olmaydi. Endilikda ta’lim tizimlari, Makguins [McGuinness, 1993: 308] ta’biri bilan aytganda, “miya protsessor sifatida” o‘qitish modelidan yiroqlashgan holda asosiy e’tiborni o‘quvchi va talabalarda fikrlash ko‘nikmalarini shakllantirish va rivojlantirishga urg‘u beruvchi modellarga o‘tishi lozim. Shu bois ham O‘zbekiston Respublikasida Oliy ta’limni 2030-yilgacha rivojlantirish konsepsiyasida “...talabalarda mustaqil ta’lim olish, tanqidiy va ijodiy fikrlash, tizimli tahlil qilish, tadbirkorlik ko‘nikmalarini shakllantirish, o‘quv jarayonida kompetensiyalarni kuchaytirishga qaratilgan metodika va texnologiyalarni joriy etish, o‘quv jarayonini amaliy ko‘nikmalarni shakllantirishga yo‘naltirish...” [O‘zR Prezidenti Farmoni, 2019] ga alohida urg‘u beriladi.

Tanqidiy fikrlashni shakllantirish va rivojlantirishning didaktik va pedagogik asoslarida asosiy masala ushbu ko‘nikmani qaysi bosqichdan boshlab shakllantira boshlash kerak va qaysi bosqichda rivojlantirish kerakligi, bunda qanday didaktik, pedagogik yondashuv, metod va vositalardan foydalanish kerakligi bo‘lgan. Ayrim tadqiqotchilar, psixolog va pedagoglarga ko‘ra tanqidiy fikrlash oilada boshlanishini ta’kidlashsa, ayrim mutaxassislarga ko‘ra erta bog‘cha yoshidan boshlab o‘quvchilarda tanqidiy fikrlash, tanqidiy mushohada, refleksiv fikrlash ko‘nikmalari shu bilan birga ma’lumotlarga tahliliy nuqtayi nazar bilan yondashuv ko‘nikmalari shakllantirilishi kerak. Hanen Center [The Hanen Center, 2024] mutaxassislarga ko‘ra tanqidiy fikrlash ko‘nikmalari yosh bolalarda ularning tili chiqishi, ya’ni birinchi marta gapira boshlashlaridanoq shakllantirilishi lozimligiga urg‘u berishadi. O‘zbek olimasi F.Xodjiyeva [Xodjiyeva, 2008: 128] o‘z ilmiy tadqiqotida tanqidiy fikrlashning didaktik asoslarini o‘rganar ekan, ushbu ko‘nikmani erta maktab yoshidan boshlab o‘qitish va tarbiyalashning ilmiy-nazariy asoslarini taklif etadi.

Tanqidiy fikrlashni qay tarzda o‘qitish kerakligi bo‘yicha ham bir qator ilmiy tadqiqotlar amalga oshirilgan. Ular qatorida T. Solon [Solon, 2003: 13] tomonidan 2001-yilda amalga oshirilgan pedagogik tajriba alohida diqqatga sazovor sanaladi. T. Solonning tadqiqotdan ko‘zlagan maqsadi tanqidiy fikrlashni qay tarzda o‘qitish yaxshi natija

berishini aniqlashga qaratilgan bo'lib, tadqiqotda uchta guruhdagi talabalarga tanqidiy fikrlash uch hil model asosida o'qitiladi: 1) umumiy tanqidiy fikrlash kursi 2) psixologiya kursi tarkibidagi tanqidiy fikrlash va 3) ritorika kursi. Har uchala guruhdan tanqidiy fikrlash bo'yicha eng yaxshi natija ko'rsatgan guruh bu umumiy tanqidiy fikrlash kursida o'qigan talabalar bo'lib chiqadi. Ushbu tadqiqot natijalari tanqidiy fikrlash ko'nikmalarini qay tarzda o'qitgan ma'qulroq degan savolga javobni taklif etadi. Tanqidiy fikrlash ko'nikmasi barcha fan va kurslar mazmuniga singdirilishi kerakligiga qaramay Solonning mazkur tadqiqotidan anglashinadiki tanqidiy fikrlash alohida fan sifatida o'qitilganda talabalar ko'proq foyda ko'rishadi. Shunga qaramay, tanqidiy fikrlashni o'qitishda barcha bosqichlarda fanlararo yondashuvni qo'llash lozim. Shuningdek, har bir fan xususiyatidan kelib chiqqan holda ushbu fan bo'yicha mulohaza qay tarzda amalga oshirilishi va fikrlar qay tarzda bayon etilishi kerakligi ko'rsatib o'tilishi, shuningdek fanning xususiyatidan kelib chiqqan holda argumentatsiya va dalillash usullari qanday amalga oshirilishi talabalarga namuna sifatida ko'rsatilmog'i lozim [Jones, 2004: 169; Pithers, Soden, 2000: 242]. M. Chunga tanqidiy fikrlash ko'nikmalari bitta fan, kurs yoki o'qituvchi yordamida rivojlantirilishi mushkul hisoblanadi deydi [Chun, 2010: 24]. Tanqidiy fikrlashni o'qitishga multidissiplinar yondashuvni qo'llash professor-o'qituvchilardan o'z ustida muntazam ishlash, ayrim mavzular bo'yicha bilimlar ko'lamini doimiy oshirib borishni talab etadi.

Ilmiy adabiyotlar tahlili shuni ko'rsatmoqdaki tanqidiy fikrlashning pedagogik aspektlari ilmiy pedagogik muammo sifatida hali hanuz bahs munozaralarga sabab bo'luvchi yo'nalishlardan biri sanaladi. Ayrim olimlarga ko'ra tanqidiy fikrlashni ma'lum bir fan sifatida o'qitish orqali rivojlantirib bo'lmaydi. Boshqa guruh olimlar fikricha boshqa amaliy va kognitiv ko'nikmalar singari tanqidiy fikrlashni ham pedagogik aralashuv orqali rivojlantirishning iloji bor. Bir qator G'arb olimlari (Braun va Friman 2000; Gmelin 2010; Yohanson 2010; Mejia va Malinn 2007; Van Gelder 2005) oliy ta'limning bosh maqsadi tanqidiy fikrlovchi bitiruvchilarni tayyorlash ekanligini ta'kidlashadi va ularning fikricha oliy ta'lim o'quv dasturlari va o'quv rejasi shunday tuzilishi kerakki unda asosiy sohaga oid bilim, ko'nikma va malakalar berilishi bilan bir qatorda talabalarning tanqidiy

fikrlash ko'nikmalari ham rivojlantirilishi lozim. Biroq Ennisga ko'ra ta'limining barcha bosqichlarida o'quvchilar va talabalar o'rganishi kerak bo'lgan ko'nikma va ma'lumotlar jumladan, "o'qish, yozish, arifmetika va ko'plab "tezda yoddan chiqariladigan faktlar" ko'lami shunchalik ko'pki ta'limida tanqidiy fikrlashni rivojlantirishga vaqt ham resurs ham yetmaydi. Pol, Elder va Bartellga [Elder, 2005: 44] ko'ra bo'lsa, afsuski, hozirgi davrdagi ta'lim muhiti tanqidiy fikrlashni rivojlantirish uchun qulay emas.

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O‘ZBEK VA INGLIZ TILLARIDA MODAL SO‘ZLANING QIYOSIY TAHLILI: LINGVOKULTUROLOGIK ASPEKTD

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Annotatsiya. Ushbu maqolada, ingliz va o‘zbek tillarida modal so‘zlarning lingvokulturologik jihatlarini qiyosiy tahlil qilindi. Maqola modallikni anglash, uning madaniy kontekstdagi roli va ikki til o‘rtasidagi farqlarni o‘rganishga qaratilgan. Modal so‘zlar inson fikrini va his-tuyg‘ularini ham ifodalashda katta ahamiyatga egaligi misollar orqali izohlab berildi

Kalit so‘zlar: modallik, modal munosabat, modal yuklama, subyektiv baho, modal semantikasi

O‘zbek va ingliz tillari o‘rtasidagi modal so‘zlarning qiyosiy tahlili, lingvokulturologik nuqtai nazardan, tilshunoslikning zamonaviy

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tadqiqot sohalaridan biri bo‘lib, odamlarning til orqali dunyoqarashini, fikrlash tarzini va madaniyatini o‘rganish imkonini beradi. Modal so‘zlar tilshunoslikda tilning kommunikativ vazifalarini bajarishdagi muhim vositalardan biri sifatida o‘rganiladi. Modal so‘zlar, ya’ni modallikni ifodalovchi so‘zlar, sub’ektiv fikrlar, ehtimollar, niyatlar va boshqa ko‘plab tushunchalarni ifodalashda muhim rol o‘ynaydi. Til va madaniyat o‘rtasidagi bog‘liqlik, lingvokulturologiya sohasining asosiy yo‘nalishlaridan biri hisoblanadi. Har bir til o‘ziga xos madaniyati va dunyoqarashi bilan chambarchas bog‘liq bo‘lib, modal so‘zlar orqali xalqning qadriyatlari, urf-odatlar, ehtirolari va ijtimoiy muhitining tilga qanday ta’sir qilishi ko‘rsatiladi. Ingliz va o‘zbek tillaridagi modal so‘zlar o‘rtasidagi farqlar va o‘xshashliklar, har bir til va madaniyatga xos elementlarni o‘zida aks ettiradi. Ingliz tili ko‘proq formal va jahon miqyosida keng tarqalgan bo‘lsa, o‘zbek tili o‘ziga xos boy madaniyat va tilshunoslik an’analarga ega. Shu sababli, mazkur maqolada ingliz va o‘zbek tillarida modallikni ifodalovchi so‘zlar va ularning lingvokulturologik aspektidagi o‘ziga xos jihatlari tahlil qilinadi. Qiyosiy tahlil orqali har bir tilning madaniy va ijtimoiy xususiyatlari qanday til tizimida aks etayotganini ko‘rsatish maqsad qilinadi.

So‘zlovchi ma’lum obektiv mazmun, voqelik haqida axborot berish davomida shu voqelikka o‘zining shaxsiy munosabatini (tasdiqlash, taxmin, ishonch va boshqalar) ham ifodalashi mumkin. Ana shunday munosabat modal munosabat sanaladi[Mahmudov, 1995:]. Tilshunoslikda modal so‘zlar va modal munosabatlarga ma’lumotlar ko‘p bo‘lsada, hanuzgacha bir yechimga kelgan emas. Nafaqat o‘zbek tilshunosligida balki ingliz tilida ham modal munosabatlarga tilshunoslar tomonidan turlicha fikrlar taqdim etilgan, masalan, “Modality is a semantic system which enables a speaker to qualify his commitment to the truth of a proposition”. [Brewer, 1987:10] ushbu ta’rifiga ko‘ra, modallik — bu nutqning bir tizimi bo‘lib, u gapiruvchiga biror taklif yoki fikrning haqiqatiga bo‘lgan o‘z majburiyatini tasdiqlash yoki inkor etish imkonini beradi. Ya’ni, modal so‘zlar yordamida gapiruvchi, o‘zining fikrini aniq haqiqat deb bilishini yoki shubha bilan qarashini bildirishi mumkin. Bu gapning qanday darajada aniq yoki ehtimoliy ekanligini ko‘rsatadi. Bundan xulosa qilishimiz mumkinki, modal so‘zlarni bir necha ma’no turlari mavjud. Professor, N. Mahmudov quyidagi semalarga ajratadi: *ishonch*, *tasdiq*,

gumon, quvonch, afsuslanish, taajublanish, dalillash, tartib, fikirning kimga taalluqli ekanligi semasi. Shuningdek, ingliz tilida ham munozarali modal soʻzlar kategoriyasi mavjud boʻlib quyidagicha izohlaymiz: asosiy modal maʼno beruvchi modal feʼllar: *must, need, ought to, should, may, might, can, could, will, would, shall, dare.* Quyida misollar orqali chuqurroq tahlil qilamiz. Modal soʻzlar bir nechta morfologik shakllar orqali ham hosil boʻladi ingliz va oʻzbek tilida qiyoslaymiz:

1. Modal soʻzlar- ehtimol (possible)
2. Otlar – toleimga (to my luck)
3. Sifat – yaxwi (well)
4. Son – birinchidan (in the first place)
5. Ravish – toʻgʻri (right)
6. Feʼl – aytaylik (I could say)
7. Olmosh – menimcha (I think)

T. Turdiboyevni taʼkidlashicha, yuklamalar soʻzlovchining gap yoki uning biror boʻlagi anglatayotgan maʼnoga qoʻshimcha munosabatni bildiradi- modal maʼno ifodalovchisi sifatida maxsuslashadi. Bogʻlovchi va koʻmakchilar esa Grammatik maʼno ifodalaydi. Garchi yuklamalar modal maʼno ifodalashga ixtisoslashgan boʻlishsada, ana shu modal maʼno ifodalash zahirida ularning Grammatik maʼnosi zoxir boʻladi. Xulosalasak, yuklamalar ham modal soʻz vazifasidagi maʼnoni ifodalay oladi: “u naq oʻsha joyda turibdi”, “u naq shunday ishlarni qilardi” [ogʻzaki nutqdan] – “naq” soʻz yuklamasi uning ishlarini aniq va qatʼiy taʼkidlaydi. “ u xuddi bir qahramon kabi harakat qildi” [ogʻzaki nutqdan]- bu yerda “xuddi” qahramonlarga xos harakat namoyish etganini bildiradi. Modal soʻzlar nafaqat mustaqil soʻz turkumlaridan, balki yordamchi soʻzlardan ham hosil boʻlishini xulosa qilsak boʻladi.

Ingliz tilida ham modallik faqatgini modal feʼllardan emas, balki quyidagi yordamchi boʻlmagan feʼllardan ham modal maʼno hosil qilinadi. Tilshunos Perkin tomonidan taqdim qilingan modal ifodalar katalogi anchagina kengaytirilgan yondashuvni oʻz ichiga oladi va u “non-auxiliary modal expression” yaʼni “yordamchi feʼl boʻlmagan modal ifodalar” deya quyidagi guruhlariga boʻladi:[Perkins, 1980: 59]

1. Quasi-auxiliary modal expression: have (got) to, had better.

2. Modal expressions incorporating adjectives and particles: be going to, be willing to, be certain to, be evident that.

3. Modal adverbs: allegedly, clearly, perhaps, surely.

4. Modal nominal: belief, obligation, proposal, warning

5. Modal lexical verbs: allow, conclude, hope, promise

6. Modal devices: Tense, If-clauses, Questions.

E'tiborimizni tortgan "modal devices" modal ma'nolarni ifodalovchi qurilmalarni ya'ni zamon, shartli gaplar va so'roq gaplarni tahlil qilsak: **Tense** (zamon ifodalar) yordamchi fe'llari, zamonni ifodalashdan tashqari, ehtimollik, reja, niyat, shartlilik kabi semantik nuqtalarni o'z ichiga oladi. "Will", "would", "is going to", "present continuous" kabi ifodalar nafaqat kelajakdagi voqealarni tasvirlashda ishlatiladi, balki ular modal ifodalar sifatida turli ehtimollarni, rejalashtirilganlikni yoki shartlarni ham ko'rsatadi. Bu yondoshuv tilning semantik qatlamlarini kengaytiradi va zamon bilan bog'liq ma'nolarni aniqroq va nozikroq ifodalash imkonini beradi. "*She will study tomorrow*", bu jumlada "will" yordamchi fe'li kelajak zamonini ifodalaydi. Biroq, "will" faqat zamonni ifodalashdan tashqari, bir nechta modal funksiyani ham o'z ichiga oladi: **Ehtimollik**: "Will" yordamchi fe'li kelajakdagi voqea yoki holatning ehtimoliyligini bildiradi. Bu misolda, o'quvchi kelajakda o'qish faoliyatini amalga oshirishi mumkinligi ehtimoli keltirilgan. **Reja yoki niyat**: "Will" kelajakda amalga oshirilishi kutilayotgan reja yoki niyatni bildirishi mumkin. Bu kontekstda, "*She will study*" o'qish faoliyatini rejalashtirganligini ko'rsatadi. **If-clauses** (shartli gaplar) modal ifodalar bilan ishlaganda, ular faqat shartni emas, balki shartning ehtimolligini, vaqtini (hozirgi, kelajak yoki o'tgan) va natijani ham ko'rsatadi. **First Conditional** hozirgi va kelajakdagi ehtimoliy holatlarni, **Second Conditional** bo'lmagan yoki imkonsiz holatlarni, **Third Conditional** o'tgan voqealar natijasini, **Zero Conditional** esa ilmiy qonuniyatlar va doimiy holatlarni bildiradi. Bu turdagi gaplar tilning nozik, ehtimoliy va shartli strukturalarini ifodalashda kuchli vosita hisoblanadi: **If you could help me, I would be very grateful.** (Agar siz menga yordam bera olsangiz, men juda minnatdor bo'lar edim.) Bu gapda **could** yordam berishning ehtimoliy imkoniyatini bildiradi. **Could** odatda o'tmishda biror ishni qilish imkoniyatini anglatadi, lekin bu holatda hozirgi imkoniyatni bildiradi, ya'ni yordam berish imkoniyati mavjud. **Might**

modal soʻzi ehtimoliy holatni yoki kam ehtimollikdagi natijani bildiradi. Might kelajakdagi yoki hozirgi holatda shartning amalga oshirishining kam ehtimoliyligini koʻrsatadi. If we can finish the project on time, we might get a bonus. (Agar biz loyihani vaqtida tugatsak, ehtimol bonus olishimiz mumkin.) Bu gapda might shartli holatning ehtimoliy, lekin kamroq ishonchli natijasini koʻrsatadi. Might oʻz ichiga ehtimollikni oladi, lekin bu holatda shart bajarilganida bonus olish imkoniyati mavjudligi haqida soʻz yuritiladi. Questions yaʼni soʻroq gaplar hosil qilganimizda ham soʻroq maʼnodan tashqari modal maʼnolar ham ifodalanishini quyidagi misollar orqali tahlil qilamiz: *“Could it be raining outside?”* bu savol “could” yordamchi feʼli orqali ehtimoliy vaziyatni bildiradi. “Could” yordamida gapda shakllantirilgan ehtimollikning mavjudligi soʻraladi: tashqarida yomgʻir yogʻishi mumkinmi? Bu turdagi savollar “possibility” (ehtimollik)ni oʻz ichiga oladi va javobning ehtimollik asosida shakllanishiga turtki beradi. *“May I leave early today?”* “May” yordamchi feʼli, odatda ruxsat soʻrashda ishlatiladi. Bu savolda shaxs, oʻzining harakatini amalga oshirish uchun ruxsat soʻraydi, yaʼni oʻzini ruxsat olish imkoniyatida koʻradi. “May” yordamida soʻralgan savol, ruxsat olish ehtimoli yoki cheklovlar haqida soʻrov yaratadi. Perkinsning ushbu yondoshuvi, modal ifodalarning anʼanaviy taʼrifining cheklanganligini ochib berishga yordam beradi. Anʼanaviy taʼrifda, modal soʻzlarning maʼnosi faqat oʻzaro bogʻlanishlarda koʻrib chiqilgan va bu yetarli boʻlmagan. Ular, faqat yordamchi feʼllar bilan ifodalangan yoki qattiq maʼnoga ega boʻlgan ifodalar bilan cheklanib qolmaydi, balki koʻplab boshqa til tuzilmalarini ham oʻz ichiga oladi. Ushbu yangi tahlil, “modallik”ni kengroq va murakkabroq tushunishga yordam beradi, chunki u nafaqat yordamchi feʼllarni, balki boshqa turdagi ifodalarni ham koʻrib chiqadi. Shunday qilib, Perkinsning yondoshuvi, modallikning faqat gramatik ifodalar bilan cheklangan emas, balki tilning turli qatlamlarida uchraydigan va koʻplab semantik va sintaktik elementlarni oʻz ichiga oladigan bir tushuncha ekanligini koʻrsatadi.

Yuqorida taʼkidlaganimizdek, Modal soʻzlar tilning eng qiziqarli va koʻp oʻrganiladigan qirralaridan biridir. Ular nafaqat mantiqiy va grammatik maʼnolarni ifodalashda, balki kommunikatsiya jarayonida tilshunoslar va madaniyatshunoslar tomonidan ham diqqat bilan tahlil

qilinadi. Modal soʻzlar kishilar oʻrtasidagi munosabatlarni, fikr va hissiyotlarni ifodalashda muhim rol oʻynaydi, chunki ular til orqali insonning niyatlari, istaklari, ehtimollik va majburiyatlarini koʻrsatadi. Ularning lingvokulturologik tahlili nafaqat tilning ichki strukturasi, balki uning madaniy va ijtimoiy kontekstda qanday ishlashini ham ochib beradi. Shuning uchun, modal soʻzlar orqali til va madaniyat oʻrtasidagi oʻzaro bogʻliqlikni chuqurroq tushunish imkoniyati yuzaga keladi. Quyida berilgan misollar yordamida modal soʻzlarni koʻp funksiyaviyligiga ishonch hosil qilamiz: “What was more, she showed and read to everyone the letter in Dounia’s own handwriting to Mr. Svidrigaïlov and even allowed them to take copies of it-which I must say I think was superfluous.” [Dostoevskiy, 1866: 53] Berilgan misolda “must” modal soʻzi ishlatilgan va u kontekstdagi “which I must say I think was superfluous” jumlasida qoʻllanilgan. “Must” modal feʻli, odatda, majburiyat yoki keraklilikni ifodalaydi, lekin bu holatda uning maʼnosi bir oz yumshoqroq va subyektiv xarakterga ega. Bu holda, “must” soʻzi gapiruvchi (narrator)ning subyektiv bahosini yoki fikrini ifodalaydi. U “superfluous” (keraksiz) deb hisoblaydi, yaʼni bu harakatni (xatni oʻqish va nusxalarini olishni) keraksiz deb topadi. Bu, gapiruvchining oʻz fikri boʻlib, uning maʼlum bir xatti-harakatni qanday baholashini aks ettiradi. Garchi “must” odatda qatʼiylilikni bildirsa-da, bu yerda uning maʼnosi yumshoqroq boʻlib, shaxsiy fikrni ifodalaydi, shuningdek, u madaniy yoki individual qarashlar asosida shakllangan baho sifatida talqin qilinadi. “Say” bu yerda “must” bilan birga ishlatilib, gapiruvchining fikrini bildirayotganini koʻrsatadi. “Must say” ifodasi, odatda, gapiruvchi oʻzining fikrini (subyektiv bahosini) oʻtkazish yoki uni taʼkidlayotganini bildiradi. Bu erda gapiruvchi oʻzining qarorini yoki bahosini soʻz bilan ochiq ifodalayapti va bu ijobiy yoki salbiy fikrni bildirishda ehtiyotkorlik bilan ishlatiladi. Shunday qilib, “**must say**” ifodasi bu holda gapiruvchining ichki fikrini taʼkidlash, uning subyektiv bahosini ifodalash uchun ishlatilgan. Bu madaniy kontekstda shaxsiy fikrni ochiq va qatʼiy tarzda ifodalashni anglatadi, lekin shaxsiy fikrning qatʼiy emas, balki ehtiyotkorlik bilan aytilganini koʻrsatadi.

“Kerak boʻlsa, muallimlar ham undan oʻrganishadi. Toʻgʻri sening otang ham chakkimas edi saboqlarda.” [Boʻrixon, 2005:11]. ushbu parchada keltirilgan “kerak” modal soʻzi ehtimollik, zarurat yoki

majburiyatni ifodalashda qo'llaniladi. **“Kerak”** modal so'zi, bu kontekstdagi jumlada, muallimlarning o'rganishi zarur bo'lgan holatni anglatadi. Ya'ni, bu yerda biror narsa amalga oshirilishi kerakligi yoki muhimligi haqida gap ketmoqda. **“Kerak bo'lsa”** ifodasi ehtimollik va shartlilikni bildiradi. Bu ifoda kuchli talabni emas, balki ehtimoliy zaruratni anglatadi. Shu bilan birga, **modal so'z “kerak”** o'z ichiga shartlilikni, zaruratni va ehtimollikni olgan, va bu, o'z navbatida, tilning madaniy kontekstda qanday ishlashini ko'rsatadi.

How could I go to sleep again with nothing done? Yes, yes; I have not taken the loop off the armhole! I forgot it, forgot a thing like that! Such a piece of evidence!' [Dostoevskiy, 1866: 135]. Berilgan parchadagi modal so'zlarni tahlil qilayotganda, ularning asar qahramoni **Raskolnikovning ichki kechinmalarini** qanday aks ettirishini ko'rishimiz mumkin. Bu so'zlar **“could”** va **“have”** modal fe'llari orqali Raskolnikovning o'zini aybdor his qilishi, ichki ixtiloflar va o'z xatoliklarini anglashidagi ruhiy holatini ko'rsatadi. **“Could”** (How could I go to sleep again with nothing done?) **“Could”** modal so'zi bu yerda **imkonsizlik** va **ehtimollikni** ifodalaydi. Bu yerda **ichki tanqid** va **o'zini jazolash** holati aks etmoqda. U o'zining nojo'ya xatti-harakatlari bilan bog'liq ishlarini his qilmoqda. Bu so'z **o'ziga nisbatan qo'yilgan qat'iy talabni** ifodalash uchun ishlatiladi: u o'zini majburiyatlarni bajarishga, xatolarini tuzatishga chaqirayotganini bildiradi. Bu, Raskolnikovning o'z aybini his qilishida va **jinoyatni amalga oshirganidan keyin yuzaga kelgan ichki kurashni** tasvirlashda ishlatilgan. **“Have”** (I have not taken the loop off the armhole!) **“Have”** modal fe'li bu yerda **present perfect** shaklida ishlatilgan bo'lib, amalga oshirilmagan yoki unutilgan ishni bildiradi. Bu yerda **“have not”** yordamida u o'zining **aybdorligini** va **noqulayligini** ko'rsatmoqda. Unutganligi va bajarilmagan ishlari o'z ichida **mas'uliyatni** his qilishni kuchaytiradi. Raskolnikovning o'zini jazolash jarayoni, uning **ichki kechinmalarini** aks ettiradi. U o'zining tuzalmas xatoliklarini va kechiktirishlarini ko'rgan holda, ular unga dahshatli **jinoyatni qoplash** yoki **qarorlarni qabul qilishdagi kechikishni** his qiladi. Raskolnikovning ichki holatini ifodalashda **“could”** va **“have”** modal so'zlari orqali uning o'ziga nisbatan **ajralmas va qat'iy talablar** yuzaga keladi. Keying misollarimizda ham modal so'zlar axloqiy va inson pozitsiyasini ham ifodalab

kelmoqda: “Osmondagi oy” emish... Oyni nima qilaman... Kimman o‘zi? Nega odamlarga azob berishim kerak? Nima haqqim bor? Mana, bugun ham brigadamizdagi o‘n ikki kishining hammasini xafa qildim”.[Hoshimov, 2012: 11]. **“Emish”** (ehtimollik): **“Osmondagi oy emish...”** — Bu so‘z ehtimoliylikni bildiradi. “Emish” so‘zi o‘tmish zamon kiritmalarida qo‘llanilib, voqeaning ehtimoliyligini yoki haqiqatga yaqinligini anglatadi. Bu yerda “emish” o‘zi haqiqatda bo‘lmagan, lekin shaxsning tasavvurida yoki xayolida yuzaga kelgan voqea sifatida ko‘rsatilgan. “Osmondagi oy” haqida gapirganda, bu shaxsning ichki dunyosida kechayotgan bir turdagi o‘zgarish yoki ruhiy holatni anglatadi. **“Kerak”** (zaruriyat): **“Nega odamlarga azob berishim kerak?”** — “Kerak” so‘zi zarurlikni ifodalovchi modal so‘z bo‘lib, biror harakatni amalga oshirishning ijtimoiy yoki axloqiy zarurligini bildiradi. Bu yerda “kerak” so‘zi orqali, shaxs o‘zining amalini, ya’ni boshqalarni xafa qilishni, biror yo‘l bilan zaruriyat deb hisoblashi mumkinligini so‘raydi. Shuningdek, bu shaxsning o‘ziga bo‘lgan talab yoki ichki tazyiqni anglatadi Bu parchada ishlatilgan **modal so‘zlar** asosan shaxsning o‘ziga nisbatan **zarurat, ehtimollik, niyat** va **huquq** kabi ichki izlanishlarni, shuningdek, uning boshqalar bilan o‘zaro munosabatlarini qayta ko‘rib chiqayotganini ifodalaydi. Bu modal so‘zlar yordamida asar personajining ruhiy holatini, ijtimoiy pozitsiyasini va axloqiy izlanishlarini yoritadi.

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INGLIZ VA O'ZBEK TILIDAGI ISH YURITISH TERMINLARI TARJIMA LUG'ATLARIDA BERILISHINING AYRIM MUAMMOLI JIHATLARI

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Annotatsiya. *Ushbu maqola inglizcha-o'zbekcha va o'zbekcha-inglizcha lug'atlarda ishyuritish terminlarining tarjimada berilishi bilan bog'liq muammolarning aniqlanishi hamda ularga yechimlar berilishi o'z ichiga olgan.*

Kalit so'zlar: *kalkalash, ish yuritish, tarjima muammolari, terminlar, lug'atlar*

Har qanday soha terminlari tarjima qilinayotganda, ularning ma'no jihatdan to'g'ri va aniq ekvivalentini topish muhim ahamiyat kasb etadi. Termin so'zini turlicha tushunish mavjud. Chunonchi, mantiqshunos(logik)lar uchun termin-aniiq obektga tegishli tavsif (yoki tavsiflar) yig'indisini nazarda tutuvchi va unda tatbiq etiluvchi so'z hisoblanadi. Har qanday tildagi istalgan so'z termin bo'lishi mumkin. Fan va texnikada termin-sun'iy o'ylab topilgan yoki tabiiy tildan olingan maxsus so'z sanaladi. Bunday so'zlarning qo'llanish sohasi u yoki bu ilmiy maktab vakillari tomonidan aniqlashtiriladi yoxud chegaralanadi. Umumtil terminlaridan farqli o'laroq, ilm-fan, texnikaga xos terminlar iyerarxik birliklar sifatida terminologik sistemalarga birlashadi, ular o'z ma'nolariga faqat ayni sistema ichida erishadi, bu sistemada ularga mantiqiy (tushunchaga oid) terminologik maydon mos keladi.[1] Ish yuritish (business correspondence, office management) sohasidagi terminlar ham istisno emas. Ingliz va o'zbek tillari o'rtasida ish yuritish terminlarini tarjima qilish jarayonida

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muayyan muammolar yuzaga keladi. Ushbu maqolada ana shu muammolar tahlil qilinadi va ularni hal etish yo‘llari taklif qilinadi.

Tarjima lug‘atlari til va madaniy tafovutlarni bartaraf etishda, ayniqsa, ish yuritish kabi maxsus sohalarda ajralmas vositadir. Biroq, ofisga oid atamalarni ingliz va o‘zbek tillari o‘rtasida tarjima qilish haqida gap ketganda, bir qancha muammoli jihatlar paydo bo‘ladi. Bu muammolar nafaqat samarali muloqotga to‘sqinlik qiladi, balki leksikografiya, madaniy kontekst va ish joyi terminologiyasining rivojlanayotgan tabiatidagi kengroq muammolarni ham aks ettiradi. Ushbu maqola tarjima lug‘atlarida ingliz va o‘zbek ish yuritish atamalarini taqdim etishdagi ba’zi asosiy muammolarni o‘rganadi.

Ingliz va o‘zbek tillaridagi ish yuritish atamalarining tarjima lug‘atlarida muammoli taqdimoti

1. Terminologiyada standartlashtirishning yo‘qligi

Eng muhim masalalardan biri - ko‘pgina idoraga oid tushunchalar uchun o‘zbek tilida standartlashtirilgan terminologiyaning yo‘qligi. Ingliz tili global til sifatida ish yuritish uchun yaxshi tashkil etilgan leksikaga ega, jumladan, “deadline”, “backlog”, “streamline” va “stakeholder”. Biroq o‘zbek tilida ko‘pincha to‘g‘ridan-to‘g‘ri ekvivalentlari yo‘q, bu esa bir-biriga zid tarjimalarga olib keladi. Masalan, “deadline” atamasi “muddat” (muddat/davr) yoki “yakuniy vaqt” deb tarjima qilinishi mumkin, ammo bu tarjimalar har doim ham asl atamaning dolzarbligini yoki o‘ziga xosligini bildiravermaydi. Bu nomuvofiqlik foydalanuvchilarni chalg‘itishi va tarjima lug‘atlarining ishonchliligini pasaytirishi mumkin.

2. Madaniy va kontekstdagi kelishmovchiliklar

Ofis ishi terminologiyasi madaniy va tashkiliy amaliyotlarda chuqur ildiz otgan. Ingliz ofis atamalari ko‘pincha G‘arb korporativ madaniyatini aks ettiradi, bu esa o‘zbek ish joyi me‘yorlariga mos kelmasligi mumkin. Masalan, “ish va hayot muvozanati” tushunchasi zamonaviy G‘arb ofis madaniyatining asosini tashkil etadi, biroq uning o‘zbek tiliga bevosita tarjimasi mahalliy amaliyot yoki qadriyatlarga mos kelmasligi mumkin. Lug‘atlar ko‘pincha ushbu madaniy nuanslarni hisobga olmaydilar, kontekstual ahamiyatga ega bo‘lmagan so‘zma-so‘z tarjimalarni taqdim etadilar. Bu tushunmovchiliklarga yoki ayrim tushunchalarning o‘zbek sharoitida ahamiyatsiz ekanligi haqidagi tasavvurga olib kelishi mumkin.

3. Qarz soʻzlariga haddan tashqari ishonish

Ekvivalent atamalarning etishmasligini bartaraf etish uchun koʻpgina oʻzbek tarjimalari ingliz tilidan olingan soʻzlar yoki toʻgʻridan-toʻgʻri transliteratsiyalarga murojaat qiladi. Misol uchun, "menejer" "menejer" yoki "uchrashuv" "miting" deb tarjima qilinishi mumkin. Bunday yondashuv asl atamani saqlab qolgan boʻlsa-da, oʻzbek tilini boyitish yoki ingliz tilini bilmaganlar uchun bu tushunchani tushunarli qilish uchun unchalik yordam bermaydi. Qarz soʻzlariga haddan tashqari tayanish ham lingvistik ifloslanishga olib kelishi mumkin, bu yerda mahalliy atamalar xorijiy atamalar soyasida qolib, mustahkam oʻzbek professional leksikasining rivojlanishiga putur yetkazadi.

4. Eskirgan yoki moslashuvchan boʻlmagan yozuvlar

Ofis ishi terminologiyasi dinamik boʻlib, texnologik taraqqiyot va oʻzgaruvchan ish joyi amaliyoti bilan rivojlanadi. Biroq, koʻpgina tarjima lugʻatlari bu oʻzgarishlarga moslasha olmaydi. Masalan, "masofadan ishlash", "bulutli saqlash" yoki "chaqqon metodologiya" kabi atamalar zamonaviy ofis muhitida tobora dolzarb boʻlib bormoqda, biroq oʻzbek tili lugʻatlarida koʻpincha yoʻq yoki yetarlicha izohlanmagan. Yangilangan va moslashuvchan yozuvlarning etishmasligi zamonaviy ofis sozlamalarini boshqaradigan mutaxassislar uchun lugʻatlarning foydaliligini cheklaydi.

5. Notoʻgʻri tushuntirishlar va misollar

Samarali tarjima lugʻatlari nafaqat ekvivalent atamalarni taqdim etadi, balki maʼnoni aniqlashtirish uchun tushuntirishlar, foydalanish misollari va kontekstni ham taklif qiladi. Afsuski, koʻpgina inglizcha-oʻzbekcha lugʻatlarda bu borada kamchilik mavjud. Masalan, "KPI" (Asosiy samaradorlik koʻrsatkichi) atamasi "asosiy koʻrsatkich" (asosiy koʻrsatkich) deb tarjima qilinishi mumkin, ammo qoʻshimcha kontekst yoki misollarsiz foydalanuvchilar ushbu atama amaliyotda qanday qoʻllanilishini tushunishda qiynalishi mumkin. Tafsilotlarning yoʻqligi aniq va amaliy koʻrsatmalar uchun lugʻatlarga tayanadigan oʻquvchilar yoki mutaxassislar uchun ayniqsa qiyin boʻlishi mumkin.

6. Mintaqaviy oʻzgarishlarga eʼtibor bermaslik

Koʻpgina tillar singari oʻzbek tilida ham lugʻat va qoʻllanishda mintaqaviy oʻzgarishlar mavjud. Biroq, tarjima lugʻatlari koʻpincha mintaqaviy farqlarga eʼtibor bermasdan, tilning standartlashtirilgan

versiyasini taqdim etadi. Masalan, Toshkentda tez-tez ishlatiladigan idora atamasi Samarqand yoki Farg'onadagi hamkasbidan farq qilishi mumkin. Bu nazorat O'zbekistonning turli hududlaridagi foydalanuvchilar uchun chalkashliklar keltirib chiqarishi, lug'atning qo'llanilishi va samaradorligini cheklashi mumkin.

7. Qo'shma gaplar va iboralarga cheklangan e'tibor

Ish yuritish ko'pincha "hisobot topshirish", "yig'ilishni rejalashtirish" yoki "topshiriqni bajarish" kabi qo'shimcha birikmalar va qat'iy iboralardan foydalanishni o'z ichiga oladi. Lug'atlar alohida so'zlar uchun tarjimalarni taqdim etishi mumkin bo'lsa-da, ular ko'pincha bu umumiy birikmalarni e'tiborsiz qoldiradilar. Natijada, foydalanuvchilar iboralarni mustaqil ravishda yig'ishlari mumkin, bu esa noqulay yoki noto'g'ri foydalanishga olib kelishi mumkin. Qo'shimchalar va iboralarni o'z ichiga olgan keng qamrovli yondashuv tarjima lug'atlarining amaliy ahamiyatini sezilarli darajada oshiradi.

Ish yuritish terminlarini tarjima qilishda quyidagi asosiy muammolar kuzatiladi:

Terminologik ekvivalentlik muammosi

Ingliz tilidagi ko'plab ish yuritish terminlari o'zbek tilida to'g'ridan-to'g'ri ekvivalentga ega emas. Masalan, "minutes of meeting" atamasi ko'pincha "yig'ilish bayonnomasi" deb tarjima qilinadi, ammo aslida "minutes" so'zi faqat yig'ilish natijalarini emas, balki batafsil yozuvlarni ham o'z ichiga olishi mumkin [1].

Bir so'zga bir nechta ekvivalentning mavjudligi

Ba'zi terminlarning o'zbek tilidagi tarjimalari bir nechta variantga ega. Masalan, "endorsement" atamasi "tasdiqlash", "yoqlab chiqish" yoki "ma'qullash" deb tarjima qilinishi mumkin, lekin hujjat yuritishda bu so'zning ma'nosi aniq belgilanmagan [2].

Kalkalash va o'zlashma so'zlardan foydalanish

Ingliz tilidan to'g'ridan-to'g'ri olingan ba'zi atamalar o'zbek tilida mantiqan mos kelmaydi. Masalan, "feedback" atamasi ba'zan "fikir-mulohaza" yoki "aloqa" deb tarjima qilinadi, lekin amaliyotda bir xil tushunilmaydi [3].

Normativ-huquqiy hujjatlar va terminlarning barqarorligi muammosi

O'zbek tilida ish yuritish atamalarini rasmiy hujjatlar asosida tarjima qilish zarur. Biroq, ayrim lug'atlarda noaniq yoki eskirgan

atamalar qo'llaniladi. Masalan, "resolution" atamasi ba'zan "qaror", ba'zan esa "rezolyutsiya" sifatida beriladi, bu esa hujjatlar yuritishda chalkashliklarga olib kelishi mumkin [4].

Muammolarni hal etish yo'llari

Ish yuritish terminlarini to'g'ri tarjima qilish uchun quyidagi choralarni ko'rish maqsadga muvofiq:

✓ Rasmiy termin bazalarini shakllantirish va standartlashtirish. O'zbek tilidagi ish yuritish terminlarini yagona lug'at yoki termin bazasi asosida tasdiqlash lozim.

✓ Kontekstual tarjimalarni inobatga olish. Har bir atama qo'llanilish sohasiga qarab mos tarjima variantlari bilan berilishi kerak.

✓ Ilmiy izlanishlar va lug'at tuzishda tajribali mutaxassislarni jalb qilish. Terminologik lug'atlarni ishlab chiqishda filologlar, tarjimonlar va huquqshunoslar hamkorlik qilishi lozim.

Xulosa

Ish yuritish terminlarini tarjima qilish jarayoni ko'plab muammolarni keltirib chiqarishi mumkin. Bu muammolarni bartaraf etish uchun rasmiy terminologiyani standartlashtirish, kontekstual moslikka e'tibor qaratish va soha mutaxassislarning tavsiyalaridan foydalanish lozim. To'g'ri tarjima qilingan terminologiya hujjatlar yuritishda aniqlik va tushunarlikni oshirishga yordam beradi.

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O'ZBEK VA INGLIZ TILLARIDAGI MAQOLLARDA ZONIMLAR

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Annotasiya: *Ushbu maqolada zoonimlarni (hayvon nomlarini) o'z ichiga olgan maqollarning o'ziga xos xususiyatlari tahlil qilinadi. Shuningdek, hayvon obrazlari (zoonimlar) qanday qo'llanilishi tasvirlanadi. Maqollar lingvokognitiv xususiyatlar asosida tahlil qilinib, sharhlanadi.*

Kalit so'zlar: *zookomponentlar, maqol, zoonim, xalq ijodi, mazmun, majoziy ma'no*

Maqollar xalq og'zaki ijodining eng qadimgi va ommabop janrlaridan biridir. Ularda xalq o'zining ona yurtiga, tabiat hodisalariga, millatining tarixiy tajribasiga bo'lgan munosabatini aks ettirgan. O'zbek tili izohli lug'atida maqolga quyidagicha ta'rif berilgan: **"Maqol – bu hayotiy tajriba asosida xalq tomonidan yaratilgan, odatda pand-nasihat mazmuniga ega bo'lgan ixcham, obrazli, tugal ma'noli va hikmatli ibora, gap."**

Macmillan Dictionary lug'atida esa quyidagi ta'rif keltirilgan: **"Proverb – a short well-known statement that gives practical advice about life."**

Maqollar xalqning asrlar davomida yaratgan ulkan til boyligi hisoblanadi. Ularda quyidagi xususiyatlar yaqqol namoyon bo'ladi: ijodning jamoaviyligi, asl nusxaligi, og'zaki shaklda yetib kelishi, qisqalik hamda qofiyalilik.

Angliya va O'zbekiston Respublikasi madaniyati juda xilma-xil bo'lib, har biri chuqur ildizlarga va yorqin xususiyatlarga ega. Ingliz va o'zbek tillaridagi maqollar quyidagi mavzularga bag'ishlangan: mehnat / dangasalik, sog'liq, yaxshilik / yomonlik, sevgi, do'stlik, oila, hayvonlar.

Ushbu tushunchalarga oid maqollarning aksariyati ingliz va o'zbek tillarida o'xshashliklarga ega. Biroq, to'plangan material asosida hayvon obrazlarida farqlar borligi aniqlangan. Bu holat har bir

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millatning o'ziga xos turmush tarziga ega ekanligi bilan izohlanadi. Turli yashash sharoitlari, kundalik ehtiyojlar va hayotiy zaruriyatlar tufayli ular turli xil hayvonlarni e'tiborga olgan.

Misol tariqasida ingliz tilidagi **"to wait till the cows come home"** maqolini keltiramiz. Ushbu maqol yaratilgan davrda oddiy ingliz dehqonining hayoti chorvachilik bilan chambarchas bog'liq edi. Aql-idrokli odamlar esa aniq bir fikrni ifodalash uchun murakkab iboralarni o'ylab topish o'rniga oddiy va tushunarli so'zlardan foydalanganlar.

Axir hech kim shubha qilmagan – sigir o'zi uyga qaytmaydi, demak, uning eshikni tuyoqlari bilan taqillatishini kutish befoyda. Shu sababli, bu ibora **"behuda uzoq kutish"** ma'nosida ishlatiladi.

"Almost never killed a fly" – ya'ni, **"hech qachon hatto pashshani ham o'ldirmagan"** degan maqol, insonning hattoki pashshaga ham zarar yetkazmaganini ifodalash uchun ishlatiladi. Ya'ni, u hech kimga yomonlik qilmaydigan odam sifatida tasvirlanadi.

Ushbu ingliz maqolining o'zbek tilidagi ekvivalenti: **"Qo'y og'zidan cho'p olmagan"**, shuningdek, **"Hatto chigirtkani ham xafa qilmaydi"** yoki **"Musicha kabi beozor"** kabi frazeologik birliklar orqali ifodalanadi. Ammo shuni ta'kidlash kerakki, o'zbek tilida **"pashsha"** so'zi odatda salbiy ma'noda qo'llaniladi. Bu esa ingliz va o'zbek maqollarida ishlatiladigan hayvonlar (ba'zan qushlar yoki hasharotlar) nomlari o'rtasidagi farqni ko'rsatadi.

"An ass between two bundles of hay" maqoli to'g'ridan-to'g'ri tarjima qilinsa, **"Ikki bog'lam pichan orasida yotgan eshak"** shaklida bo'ladi. Biroq, o'zbek tilida ushbu ma'noga yaqin maqol **"Ikki quyonni quvgan, ikkalasidan ham quruq qoladi"** deb ifodalanadi.

"Barking dogs seldom bite" – ya'ni **"Hurayotgan it kamdan-kam tishlaydi"** maqolida **"it"** so'zi shunchaki hayvon nomi sifatida tushunilmaydi. Mazkur maqolda ingliz va o'zbek tillarida **"it"** so'zi orqali hayotda ko'p qiyinchiliklarni boshdan kechirgan, tajribali odam nazarda tutiladi. Chunki it qadim zamonlardan beri inson hayotiga yaqin bo'lgan uy hayvoni hisoblanadi. Shu sababli u maqollarda tez-tez uchraydi va ushbu maqolda ham uning ma'nosi metafora asosida ko'chirilgan.

Shuningdek, maqollarning asosiy xususiyatlari quyidagilardan iborat: bayonning ixchamligi, fikrning ravshanligi, nutqda keng

qo‘llanilishi, andozaviy shakllardan foydalanish, barqarorlik, tasviriylik, ifodalilik va emosional ta’sirchanlik.

Tahlil qilingan materiallar shuni ko‘rsatadiki, tanlangan maqollar ko‘pincha hozirgi zamonda va asosan sodda gap shaklida qo‘llaniladi. Modal fe‘llar va buyruq mayli maqollarga pand-nasihat xarakterini beradi. Zoonimlar mavjud bo‘lgan maqollarning leksik xususiyati – majoziy til vositalaridan foydalanish, shuningdek, og‘zaki va neytral lug‘at birliklarining mavjudligidir.

Fonetik jihatdan esa eng keng tarqalgan hodisa alliteratsiyadir. Boshqacha qilib aytganda, ingliz tilidagi zoonimlarga ega maqol va naqlar leksik tarkibi jihatidan xilma-xil, sintaktik va fonetik tuzilishi bo‘yicha ham farqlidir, biroq ular ma’lum qonuniyatlar va o‘ziga xos xususiyatlarga ega.

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PHRASEOLOGICAL UNITS (IDIOMS) INCLUDING THE QUANTITY IN THE ENGLISH LANGUAGE

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Annotation:

Phraseological units, commonly referred to as idioms, set expressions, or fixed phrases, are an essential part of the English language. These units represent linguistic expressions whose meanings cannot always be deduced from the individual words they contain. The study of phraseological units is crucial for understanding the richness, diversity, and cultural significance of the English language. This article explores the nature, classification, and estimated quantity of phraseological units in English.

Key words: Phraseological units, fixed phrases, collocations, expressiveness, figurative language, cultural significance, historical development.

Annotatsiya:

Odatda iboralar, belgilangan iboralar yoki sobit iboralar deb ataladigan frazeologik birliklar ingliz tilining ajralmas qismidir. Ushbu birliklar lisoniy iboralarni ifodalaydi, ularning ma'nolarini har doim ham ular tarkibidagi alohida so'zlardan chiqarib bo'lmaydi. Frazeologik birliklarni o'rganish ingliz tilining boyligi, xilma-xilligi va madaniy ahamiyatini tushunish uchun juda muhimdir. Ushbu maqola ingliz tilidagi frazeologik birliklarning tabiati, tasnifi va taxminiy miqdorini o'rganadi.

Kalit so'zlar: frazeologik birliklar, sobit iboralar, kollokatsiyalar, ekspressivlik, majoziy til, madaniy ahamiyat, tarixiy rivojlanish.

Аннотация:

Фразеологические единицы, которые обычно называют идиомами, устоявшимися выражениями или фраз-фиксаторов, являются неотъемлемой частью английского языка. Эти единицы представляют собой лингвистические выражения, значения которых не всегда могут быть выведены из отдельных слов, которые они содержат. Изучение фразеологических единиц имеет

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решающее значение для понимания богатства, разнообразия и культурной значимости английского языка. В этой статье исследуется природа, классификация и предполагаемое количество фразеологических единиц в английском языке.

Ключевые слова: фразеологические единицы, устойчивые словосочетания, коллокации, выразительность, образный язык, культурное значение, историческое развитие.

The English language is rich in phraseological units, or idiomatic expressions, that convey different aspects of quantity. These phrases are deeply embedded in the culture and everyday speech, helping speakers express abundance, scarcity, or indefinite amounts in colorful and figurative ways. Phraseological units are multi-word expressions characterized by their stability, idiomaticity, and conventional usage. They possess specific meanings that may differ from the literal meanings of their individual components. Some defining features of phraseological units include:

- **Fixed Structure:** They often follow a specific syntactic pattern and resist modification.

- **Idiomatic Meaning:** Their meaning is often figurative and cannot always be deduced by analyzing the individual words.

- **Frequent Usage:** They are commonly used in both spoken and written language, adding expressiveness and cultural depth.

Classification of Phraseological Units

- Linguists classify phraseological units into various types based on their structure and meaning. The most widely accepted classifications include:

- **Idioms:** Expressions whose meanings are not directly inferred from their components. Examples include:

- "Break the ice" (to initiate a conversation)

- "Kick the bucket" (to die)

- **Collocations:** Words that frequently appear together due to convention. Examples:

- "Make a decision"

- "Heavy rain"

- **Proverbs and Sayings:** Wise, traditional expressions often carrying moral lessons. Examples:

- "Actions speak louder than words."

- "The early bird catches the worm."
- Clichés: Overused expressions that have lost their originality.

Examples:

- "Time will tell."
- "At the end of the day."
- Phrasal Verbs: Verb + particle combinations that convey unique meanings. Examples:

- "Look up to" (to admire)
- "Give in" (to surrender)
- The Quantity of Phraseological Units in English

Estimating the exact number of phraseological units in English is challenging due to the continuous evolution of language and the emergence of new expressions. However, linguistic research provides approximate figures:

- The Oxford English Dictionary (OED) and other comprehensive linguistic sources estimate that there are over 25,000 idiomatic expressions in English.

- The Longman Dictionary of Contemporary English and similar resources document approximately 15,000 to 20,000 collocations commonly used in modern English.

- Proverbs and common sayings add several thousand more phraseological units to the language.

- Taking all these into account, it is reasonable to estimate that the English language contains over 50,000 phraseological units, including idioms, collocations, proverbs, and other fixed expressions.

- The Importance of Phraseological Units

- Phraseological units play a significant role in language learning, communication, and cultural transmission. Their importance includes:

- Enhancing Expressiveness: They enrich speech and writing with vivid imagery.

- Facilitating Communication: Many expressions simplify complex ideas.

- Reflecting Culture and History: Many idioms and proverbs carry cultural values and historical references.

- Aiding Language Learning: Mastery of phraseological units improves fluency and comprehension for language learners.

Expressions of Abundance

Many idioms emphasize large quantities, often using exaggerated or metaphorical imagery. For instance:

- "A dime a dozen" – Something very common or easily available.
- "More than one can shake a stick at" – A large, often uncountable amount.
- "A flood of" – An overwhelming number of something, like "a flood of emails."

Expressions of Scarcity

Conversely, some phraseological units highlight small or insufficient amounts:

- "A drop in the ocean" – A tiny portion compared to what is needed.
- "Few and far between" – Something rare or infrequent.
- "Scarce as hen's teeth" – Extremely rare (since hens have no teeth).

Indefinite Quantity Expressions

Certain idioms suggest an imprecise quantity without specifying an exact number:

- "Give or take" – An approximate amount, as in "It'll take two hours, give or take."
- "A handful of" – A small, manageable quantity.
- "Loads of" – A vague but large amount, e.g., "She has loads of energy."

Conclusion

Phraseological units form an integral part of the English language, reflecting its historical development, cultural diversity, and expressive power. While the exact number of phraseological units is difficult to determine, estimates suggest that English contains tens of thousands of these expressions. Understanding and using them effectively can significantly enhance one's linguistic competence and communication skills. Phraseological units expressing quantity add richness and nuance to English communication. They allow speakers to convey not just numbers but also attitudes, emotions, and cultural perspectives related to abundance, scarcity, or approximation. Mastering these expressions can significantly enhance one's fluency and comprehension of English.

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THEORETICAL FOUNDATIONS OF SOCIOLINGUISTICS AND BILINGUALISM: LINGUISTIC AND EDUCATIONAL PERSPECTIVES

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Abstract. Sociolinguistics and bilingualism are crucial fields in modern linguistic research, offering deep insights into language usage within social contexts. This paper explores the theoretical foundations of sociolinguistics, emphasizing its relevance to bilingualism. The phenomenon of bilingualism is examined in relation to linguistic, cognitive, and social factors, highlighting its significance in both theoretical linguistics and language education. This study also discusses the role of bilingualism in language acquisition and proficiency development, emphasizing its implications for educational strategies.

Key words: Sociolinguistics, bilingualism, language, society, perspective, acquisition.

Sociolinguistics is a dynamic field that examines the relationship between language and society. It provides essential frameworks for

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understanding how languages function in multilingual communities and how individuals navigate between linguistic codes. One of the primary concerns of sociolinguistics is bilingualism, a phenomenon that manifests in various forms, including societal bilingualism, individual bilingualism, and diglossia.

Theoretical perspectives on bilingualism have evolved significantly over time. Early studies focused on bilingualism as a cognitive challenge, often portraying it as an impediment to linguistic and intellectual development [Weinreich, 1953:140]. However, contemporary research has demonstrated that bilingual individuals often possess enhanced cognitive abilities, such as improved executive function and metalinguistic awareness [Bialystok, 2001:260]. These findings have shifted the perception of bilingualism from a deficit model to an asset-based perspective.

Bilingualism plays a critical role in linguistic competence and language acquisition. According to Grosjean [2010:37], bilingual speakers do not possess two monolingual competencies but rather a unique linguistic system that dynamically interacts based on context and communicative needs. This perspective challenges traditional language teaching methodologies, suggesting that bilingual individuals benefit from instructional approaches that integrate both of their languages rather than compartmentalizing them.

The role of bilingualism in education is a topic of increasing interest. Cummins [2008] proposed the Interdependence Hypothesis, which suggests that proficiency in one language can positively influence the acquisition of another. This has led to the development of bilingual education programs that foster literacy and fluency in multiple languages. Research by García and Wei [2014:25] on translanguaging has further expanded these insights, advocating for teaching practices that allow bilingual students to utilize their full linguistic repertoire rather than restricting them to monolingual norms.

The implications of bilingualism extend beyond education into broader societal contexts. Language policies, linguistic identity, and intercultural communication are all deeply influenced by the dynamics of bilingualism. Countries with multilingual populations must navigate complex linguistic landscapes, balancing the preservation of linguistic diversity with the practicalities of communication and national identity

[Fishman, 1991]. Understanding these sociolinguistic dimensions is essential for shaping effective language policies and educational frameworks.

Bilingualism, as explored within the field of sociolinguistics, provides valuable insights into language use, cognition, and education. Theoretical models have evolved from viewing bilingualism as a cognitive burden to recognizing its advantages in cognitive flexibility, linguistic competence, and academic achievement. The role of bilingualism in education highlights the need for inclusive language policies that support bilingual individuals in maximizing their linguistic potential. Future research should continue to examine the interplay between bilingualism, language acquisition, and sociolinguistic factors to refine educational methodologies and language policies.

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INGLIZ TILINI O‘QITISHDA POSTMETOD PEDAGOGIKASINING UCH ASPEKTLI NAZARIY MODELI

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Annotatsiya. Postmetod pedagogikasi ingliz tilini o'rgatishda qat'iy metodlardan chiqib, dinamik va kontekstga moslashuvchan yondashuvni qabul qilishni anglatadi. Ushbu yondashuvning markazida Kumaravadiveluning uch o'lchovli doirasi – xususiyatlilik, amaliyotga moslik va imkoniyat – mavjud bo'lib, u kontekstual moslashuv, nazariya va amaliyotni integratsiyalash hamda ta'limning o'zgarish salohiyatini ustuvor qiladi. Ushbu maqola Kumaravadivelu va Sternning fikrlaridan foydalanib, ushbu o'lchovlarni o'rganadi va postmetod pedagogikasi ELT amaliyotlarini qanday o'zgartirayotganini ko'rsatadi. Shuningdek, o'qituvchilarni tayyorlashda yuzaga keladigan qiyinchiliklar va ular uchun xulosalar muhokama qilinadi, aks ettiruvchi, avtonom va tanqidiy amaliyotlarni qo'llab-quvvatlash uchun kasbiy rivojlanish zarurligi ta'kidlanadi.

Kalit so'zlar: Postmetod pedagogikasi, ingliz tilini o'rgatish, Kumaravadivelu, Stern, xususiyatlilik, amaliyotga moslik, imkoniyat, aks ettiruvchi amaliyot, o'qituvchi avtonomiyasi, tanqidiy pedagogika.

Kirish

Postmetod pedagogikasi ingliz tilini o'qitishda (ELT) qat'iy va oldindan belgilangan metodlardan voz kechib, moslashuvchan va kontekstga mos yondashuvni taklif etadigan paradigmaning o'zgarishini ifodalaydi. Bu paradigma nazariya, amaliyot va kontekst o'rtasidagi dinamik o'zaro ta'sirni ta'kidlaydi. Uning markazida Kumaravadivelu tomonidan taklif etilgan uch jihatli nazariy model joylashgan bo'lib, u xususiyatlilik, amaliyotga moslik va imkoniyat tamoyillaridan iborat (Kumaravadivelu, 2001). Xuddi shunday, Sternning (1983) til o'qitishga ko'p jihatli yondashuvi ham postmetod pedagogikasining nazariy asoslarini mustahkamlashda muhim rol o'ynaydi.

Postmetod pedagogikasi o'qituvchilarning rolini passiv metod bajaruvchisidan faol, reflektiv mutaxassislarga aylantirishga qaratilgan.

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Bu yondashuv innovatsiyalarni, hamkorlikni va tanqidiy tahlilni rag'batlantiradi, natijada zamonaviy til o'qitish muammolarini samarali hal etishga yordam beradi. Moslashuvchanlik va o'quvchi markazli yondashuvlarni ustuvor qo'yish orqali postmetod pedagogikasi ingliz tilini o'qitish amaliyotlarini yanada samarali va inklyuziv qilish yo'lida muhim qadam hisoblanadi. Ushbu maqolada Kumaravadiveluning uch jihatli modeli tahlil qilinib, uning ingliz tilini o'qitish jarayonidagi o'zgarishlarga qanday ta'sir ko'rsatishi muhokama qilinadi.

Materiallar va usullar

Kumaravadiveluning uch jihatli modeli ingliz tilini o'qitish (ELT) sohasida an'anaviy metodlarga asoslangan yondashuvlarning cheklovlarini yengib o'tishga qaratilgan transformativ model hisoblanadi. Bu model qat'iy metodologiyalardan voz kechib, dinamik va kontekstga moslashuvchan yondashuvlarni qo'llashni ta'kidlaydi. Xususiyatlilik, amaliyotga moslik va imkoniyat tamoyillari orqali o'qituvchilar yangi rolga ega bo'lib, reflektiv amaliyotchilar va sinfda o'zgarish agentlariga aylanish imkoniyatiga ega bo'ladilar.

Kumaravadiveluning modeli moslashuvchanligi va inklyuzivligi bilan ajralib turadi. U o'qituvchilarga zamonaviy sinflarning murakkabliklarini boshqarishga yordam beradi, chunki bugungi ta'lim muhiti turli xil o'quvchilar profili, globallashtirilgan kommunikatsiya va tez o'zgarib borayotgan ta'lim talablarini inobatga olishni talab qiladi. Kontekst, refleksiya va transformatsiyani birlashtirish orqali bu model an'anaviy metodlardan chiqib, yanada javob beruvchi, adolatli va mazmunli o'qitish tizimini yaratishga xizmat qiladi. U o'qituvchilarni qaror qabul qiluvchi, o'quvchilarni esa faol ishtirokchi sifatida qayta pozitsiyalash orqali ELT ni dinamik, hamkorlikka asoslangan va kuch beruvchi jarayonga aylantiradi.

1-Aspekt: Xususiyatlilik

Xususiyatlilik tamoyili har bir o'qitish kontekstining o'ziga xosligini ta'kidlaydi. Bu tamoyil samarali pedagogika universal qo'llanmalarga asoslangan bo'lishi mumkin emasligini, balki u o'quvchilar va o'qituvchilarning ijtimoiy-madaniy, lingvistik va institutsional kontekstlariga moslashishi kerakligini tan oladi (Kumaravadivelu, 2003). Xususiyatlilik madaniy kelib chiqishlarning til o'rganishga ta'sirini inobatga olishni talab qiladi. Masalan, ko'p millatli sinflarda o'quvchilar turli lingvistik va madaniy tajribalarga ega

bo'lishadi, bu esa ularning o'rganish uslublarini shakllantiradi. Bunday holatlarda o'qituvchilar mahalliy bilimlarni pedagogik jarayonga integratsiyalash orqali moslashuvchan yondashuvlarni qo'llashlari lozim (Kumaravadivelu, 1994).

O'qituvchi avtonomiyasi

Postmetod pedagogikasi metodik asosga tayangan yondashuvlardan farqli o'laroq, o'qituvchilarga reflektiv amaliyotchilar sifatida mustaqil qaror qabul qilish vakolatini beradi (Kumaravadivelu, 2001). Bu avtonomiya o'qituvchilarga "har kimga bir xil mos keladigan" metodlardan voz kechib, moslashtirilgan o'qitish strategiyalarini ishlab chiqish imkonini beradi.

2-Aspekt Amaliyotga moslik

Bu jihat nazariya va amaliyot o'rtasidagi tafovutni yo'q qilish muhimligini ta'kidlaydi. Kumaravadivelu (2006) nazariya yaratish va uni dars jarayoniga tadbiq etish o'rtasidagi an'anaviy ajralishni tanqid qilib, amaliyotchilar va nazariyotchilar hamkorlik qilishini qo'llab-quvvatlaydi.

Reflektiv amaliyotlar

O'qituvchilar o'zlarining pedagogik yondashuvlarini baholab, ularni o'zgaruvchan dars sharoitlariga moslashtirish uchun reflektiv amaliyotlarni qo'llashlari kerak. Bu jarayon o'qituvchilarning jurnal yuritish, hamkasblarining darslarini kuzatish va o'z-o'zini baholash kabi faoliyatlarini o'z ichiga oladi (Farrell, 2007).

Imkoniyat

Imkoniyat tamoyili ta'lim jarayonida ijtimoiy-siyosiy va mafkuraviy masalalarni ham qamrab olish lozimligini ta'kidlaydi. Freire tanqidiy pedagogikasi asosida shakllangan bu jihat o'qituvchilar va o'quvchilarni dominant nutqlarni tahlil qilish va ta'limning transformativ salohiyatini anglashga undaydi (Kumaravadivelu, 2001).

Amaliylikning Muammolari

Afzalliklariga qaramay, amaliylikni ta'minlash bir qator qiyinchiliklarni keltirib chiqaradi. Asosiy muammolardan biri o'qituvchilarni tayyorlash dasturlari bilan real sinf sharoitlari o'rtasidagi tafovutdir. Ko'plab pedagogik ta'lim dasturlari hanuz nazariy bilimlarga ustuvor ahamiyat berib, amaliy mashg'ulotlarga yetarlicha e'tibor qaratmaydi. Natijada, o'qituvchilar nazariyani

amaliyotga tatbiq etishda yetarli tayyorgarlikka ega bo'lmaydi (Johnson, 2009).

Bundan tashqari, standartlashtirilgan o'quv dasturlari, qat'iy baholash tizimlari va ma'muriy nazorat kabi institutsional cheklovlar o'qituvchilarning mustaqilligini cheklaydi. Ushbu to'siqlar ijodkorlikni susaytiradi va innovatsion yondashuvlarni joriy etish imkoniyatini cheklaydi. Ushbu muammolarni bartaraf etish uchun tizimli o'zgarishlar, jumladan, o'quv dasturlarini isloh qilish, kasbiy rivojlanish imkoniyatlarini kengaytirish va o'qituvchilarning tajribasiga ko'proq ishonch bildirish zarur (Hargreaves, 2003).

Amaliylikni Oshirish Strategiyalari

Amaliylikni kuchaytirish uchun quyidagi strategiyalarni qo'llash mumkin:

1. **Amaliy Tadqiqotlar:** O'qituvchilarni sinf doirasida tadqiqot olib borishga rag'batlantirish ularning samarali metodlarni sinovdan o'tkazish, takomillashtirish va almashish imkonini beradi (Burns, 2010).

2. **Hamkorlikdagi Jamoalar:** O'qituvchilarga g'oyalar, muammolar va echimlar bilan almashish uchun platformalar yaratish mustahkam professional tarmoqni shakllantiradi (Wenger, 1998).

3. **Kasbiy Rivojlanish Dasturlari:** Seminarlar, vebinarlar va xizmat jarayonidagi treninglar o'qituvchilarga nazariya va amaliyotni bog'lash uchun zarur bo'lgan vosita va usullarni taqdim etadi (Richards & Farrell, 2005).

4. **Texnologiyalarning Integratsiyasi:** Raqamli vositalardan foydalanish o'quv jarayonini yanada interaktiv, qulay va individuallashtirilgan qiladi (Dudeney & Hockly, 2012).

5. **Teskari Aloqa Mexanizmlari:** O'quvchilardan doimiy ravishda fikr-mulohazalar olish o'qituvchilarga o'z pedagogik strategiyalarini takomillashtirishga yordam beradi (Farrell, 2007).

Amaliylik statik tushuncha emas, balki o'zgaruvchan sharoitlarga mos ravishda rivojlanib boruvchi dinamik jarayondir. O'qituvchilar yangi tadqiqot natijalari, texnologik yangiliklar va ijtimoiy-madaniy o'zgarishlarni hisobga olgan holda o'z metodlarini muntazam yangilab borishlari kerak. Bu esa uzluksiz o'rganish va kasbiy o'sishga sodiqlikni talab etadi (Schon, 1983).

Nazariya va amaliyot o‘zaro bog‘liq bo‘lib, o‘qituvchilar refleksiv va muloqotga asoslangan amaliyotlar orqali ushbu aloqadorlikni mustahkamlashlari lozim. Nazariya amaliyotni yo‘naltirsa, amaliyot esa nazariyaning rivojlanishiga hissa qo‘shadi. Bu o‘zaro ta’sir ingliz tilini o‘qitish (ELT) sohasini boyitib, uni doimiy rivojlanib boruvchi soha sifatida shakllantiradi (Richards, 2015).

3-Aspekt: Imkoniyat

Imkoniyat pedagogik yondashuv doirasini kengaytirib, ijtimoiy-siyosiy va mafkuraviy omillarni ham qamrab oladi. Freyrening tanqidiy pedagogikasi asosida bu o‘lchov o‘qituvchilar va o‘quvchilarni hukmron diskurslarni shubha ostiga qo‘yishga va ta’limning o‘zgartiruvchi salohiyatini anglashga undaydi (Kumaravadivelu, 2001).

Tanqidiy Ong

Imkoniyat o‘quvchilarda tanqidiy ongni shakllantirishni nazarda tutadi, bu esa ularga ijtimoiy adolatsizlik va tengsizliklarni tanqidiy baholash imkonini beradi. Masalan, til sinflari gender tengligi yoki ekologik barqarorlik kabi global masalalar muhokama qilinadigan joylarga aylanishi mumkin. Kumaravadiveluga (2003) ko‘ra, bunday yondashuvlar o‘quvchilarga tilni shunchaki kommunikativ vosita sifatida emas, balki ijtimoiy o‘zgarishlar vositasi sifatida tushunish imkonini beradi.

Xulosa

Xususiyatlilik, amaliylik va imkoniyat o‘zaro farqli o‘lchamlar bo‘lsa-da, ular bir-birini to‘ldiradi. Masalan, xususiyatlilik amaliylikni mahalliy kontekstga moslashtiradi. Shu bilan birga, imkoniyat xususiyatlilik va amaliylikka ijtimoiy-siyosiy jihatlarni kiritib, ularni boyitadi. Ushbu o‘lchamlar ELT’ning murakkab talablariga javob beruvchi yaxlit ramkani shakllantiradi.

Sinergik Ta’sirlar

Ushbu o‘lchamlarning o‘zaro ta’siri kuchli o‘qitish muhitini yaratadi:

- **Xususiyatlilik** – o‘quv jarayonining kontekstga moslashuvini ta’minlaydi.

- **Amaliylik** – nazariy bilimlar va pedagogik amaliyot o‘rtasidagi tafovutni bartaraf etadi.

• **Imkoniyat** – ta’lim doirasini ijtimoiy va madaniy jihatlar bilan boyitadi.

Bu yondashuv ta’lim jarayonini mazmunli va transformativ qiladi. Ushbu integratsiyalashgan yondashuvning eng muhim natijalaridan biri – o’qituvchi va o’quvchilarni mustaqil qaror qabul qilishga undashidir. O’qituvchilar refleksiv amaliyot va avtonomiya orqali o’z sinflarining o’ziga xos muammolariga mos innovatsion strategiyalar ishlab chiqishlari mumkin. Shu bilan birga, o’quvchilar nafaqat til ko’nikmalarini rivojlantiradi, balki tanqidiy fikrlash, madaniy ong va global muammolarga faol yondashish qobiliyatlarini ham shakllantiradi.

Ushbu yondashuv an’anaviy til o’qitish paradigmasiga qarshi chiqib, ta’limni faqat neytral til vositasi emas, balki ijtimoiy identifikatsiya va jamiyatni shakllantirish omili sifatida ko’rishga undaydi. Shu tariqa, xususiyatlilik, amaliylik va imkoniyat o’zaro uyg’unligi 21-asr o’quvchilarining ehtiyojlariga javob beruvchi postmetod pedagogikasini shakllantirishga xizmat qiladi.

Xulosa

Postmetod pedagogikasining uch aspektli modeli—xususiyatlilik, amaliylik va imkoniyat—ingliz tilini o’qitishda kontekstga moslashgan, refleksiv va transformativ yondashuvni taklif etadi. Kumaravadivelu va Stern qarashlariga tayangan holda, ushbu model an’anaviy metodlarga asoslangan o’qitish ustunligini shubha ostiga qo’yib, yanada moslashuvchan va yaxlit yondashuvni ilgari suradi. Garchi bu yondashuvda hali ham qiyinchiliklar mavjud bo’lsa-da, postmetod pedagogikasining o’qituvchilar va o’quvchilarni kuchaytirishdagi salohiyati uni kelajak uchun istiqbolli paradigma sifatida belgilaydi.

Postmetod pedagogikaning imkoniyatlarini to’liq ro’yobga chiqarish uchun ushbu yondashuvning qiyinchiliklarini bartaraf etish bo’yicha muvofiqlashtirilgan sa’y-harakatlar talab etiladi. Bunga institutsional qo’llab-quvvatlashni kuchaytirish, o’qituvchilarni tayyorlash tizimini takomillashtirish va pedagoglar o’rtasida hamkorlik imkoniyatlarini kengaytirish kiradi. Xususiyatlilik, amaliylik va imkoniyat tamoyillarini qabul qilish orqali o’qituvchilar faqatgina samarali kommunikatsiyani emas, balki o’quvchilarning jamiyat bilan mazmunli muloqotini ham ta’minlovchi inklyuziv, innovatsion va ijtimoiy jihatdan sezgir ta’lim muhitini yaratishlari mumkin.

Oxir-oqibat, postmetod pedagogikasi an'anaviy usullarga oddiygina muqobil yondashuv bo'lish bilan cheklanmaydi, balki ELT'ning kelajagi uchun transformativ qarashni ifodalaydi. Bu yondashuv dunyo bo'ylab o'quvchilarning turli va doimiy o'zgarib boruvchi ehtiyojlariga mos keladigan zamonaviy til o'qitish modelini shakllantirishga xizmat qiladi.

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JAHON TILSHUNOSLIGIDA EVFEMIZM HODISASI VA UNING NAZARIY TALQINI

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Annotatsiya. Ushbu maqolada iks-femik birliklarning zamonaviy lingvistik tadqiqotlar doirasidagi o‘rni va ularning turli yondashuvlar asosida tahlil qilinishi yoritiladi. Evfemizmlar sotsiolingvistika, lingvokulturologiya, kognitiv lingvistika hamda lingvopragmatika nuqtayi nazaridan tahlil qilinishi, ularning kommunikativ funksiyalari, semantik xususiyatlari va madaniy kontekstdagi ahamiyati qay darajada o‘rganilganligi ochib beriladi. Jumladan, evfemizmlarni o‘rganishga katta hissa qo‘shgan olimlarning ishlari tahlil qilinib, ushbu mavzudagi ilmiy izlanishlarning istiqbollari ko‘rib chiqiladi. Maqola evfemizmlar bilan bog‘liq lingvokulturologiya va lingvopragmatika masalalarini, shuningdek, ularning tarjimai jarayonida yuzaga keluvchi muammolarni chuqurroq anglashga xizmat qiladi. Shu bilan birga, ushbu yo‘nalishda olib borilayotgan tadqiqotlarni takomillashtirish hamda nazariy bilimlarni kengaytirishda muhim manba bo‘lib xizmat qiladi.

Kalit so‘zlar: iks-femik birliklar, evfemizm, disfemizm, ortofemizm, lingvokulturologiya, lingvopragmatika

Zamonaviy tilshunoslikda tilshunoslikning madaniyatshunoslik bilan bevosita aloqadorligi asosida namoyon bo‘luvchi lingvistik hodisalardan biri bo‘lgan iks-femik birliklarni o‘rganish alohida o‘rin tutadi. Iks-femik birliklarni tahlil qilish bizga nafaqat lingvistik sohadagi ilmiy yangiliklarni beradi balki, ijtimoiy sohadagi vujudga

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kelayotgan gender tenglik kabi muammolarga yechim topishga, turli urf-odatlar, qadriyatlar, an'analar asosida vujudga kelgan stereotiplar va axloqiy normalarni hisobga olgan holda xalqaro madaniy aloqalarni rivojlantirishga yo'l ochadi. Iks-femik birliklarning nutqda qo'llanilishini o'rganish dastlab tilshunoslik va adabiyotshunoslikning muhim yo'nalishlaridan bir sifatida shakllangan bo'lib bugungi kunga qadar turli nazariy yondashuvlar asosida rivojlanib kelmoqda. Ba'zi manbalarda iks-femik birliklarga bo'lgan qiziqish hamda ular haqida ma'lumot antik davrlardayoq Demokrit, Platon, Aristotel asarlarida uchrashi ta'kidlanadi [O. M. Фрейденберг, 1936:336]. Hozirgi zamon tilshunoslik nazariyasi rivojlanish bosqichida Iks-femik birliklar quyidagi yo'nalishlar nuqtayi nazaridan faol tahlil qilinmoqda:

- sotsiolingvistika (G. A. Vildanova, E. O. Miloenko);
- lingvokulturologiya (N. V. Tishina, L. V. Poroxnitskaya);
- kognitiv lingvistika (N. V. Tereshenko, O. S. Tsidendamayeva);
- lingvopragmatika (E. V. Kiprskaya, L. V. Savvateyeva).

Til birliklarining evfemizm yoki disfemizm ekanligi haqidagi dastlabki ilmiy xulosalar K.Allan va K. Burr ridge tomonidan ilgari surilgan bo'lib ular ijobiy va salbiy konnotatsiya turlarini o'z ichiga oladi [Allan, K., & Burr ridge, K., 1991:105]. Konnotativ jihatdan farqlanuvchi sinonimlar mos ravishda ortofemizm, evfemizm va disfemizm deb tasniflanadi. Evfemizmlar – yumshoq va nozik ifodalar sifatida, disfemizmlar – qo'pol va haqoratli iboralar sifatida, ortofemizmlar esa – bevosita, neytral ifodalar sifatida tavsiflanadi. Iks-femiya esa ushbu uch hodisani umumlashtiruvchi giperonim termin sifatida qo'llaniladi.

“Evfemizm” atamasi ilk bor XVII asr o'rtalarida lug'atga kiritilgan deb hisoblanadi. Xususan, 1656-yilda Tomas Blaunt tomonidan nashr etilgan “Glossographia: Or, A Dictionary Interpreting All Such Hard Words Of Whatsoever Language, Now Used In Our Refined English Tongue” lug'atida ushbu tushuncha quyidagicha izohlangan:

“Euphemism (euphemismus) – a good or favourable interpretation of a bad word”, ya'ni so'zma-so'z tarjima qilinganda, “evfemizm – yomon so'zning yaxshiroq yoki qulayroq talqini” degan ma'noni anglatadi [Blount T., 1965:677]. Evfemizmlarning o'rganilishi va ularning turli davrlardagi talqini haqidagi qiziqarli tafsilotlar Parij

G'arbiy universiteti Nanter-la-Defans hamda Turin universiteti professori Loredana Russelli tomonidan olib borilgan tadqiqotlarda ham keng yoritilgan. Xususan, uning "L'économiquement correct: analyse du discours euphémique sur la crise dans la presse française et italienne" nomli dissertatsiyasida evfemizmlarning iqtisodiy inqiroz kontekstida fransuz va italyan matbuotidagi qo'llanilishi chuqur tahlil qilingan. Bu tadqiqot evfemizmlarning nafaqat tilshunoslikka oid, balki ijtimoiy va siyosiy jihatlarini ham ochib beradi. [Ruccella L.,2014:17].

Evfemizmlarni ilmiy nuqtayi nazardan o'rganish XIX asr oxiriga kelib yangi bosqichga ko'tarildi. Aynan shu davrda nemis tadqiqotchisi G. Paul o'z asarlarida evfemizmlarni "metafora va metonimiya qatorida semantik o'zgarishlar sxemasi" doirasida ajratib ko'rsatdi. Bu yondashuv evfemizmlarning faqat nutqiy yumshatuvchi vosita emas, balki murakkab semantik jarayon sifatida ham o'rganilishiga turtki berdi. Shu tariqa, evfemizmlarga endi aniq ilmiy nuqtayi nazardan qaraladigan bo'ldi.

Turli nazariy manbalarni o'rganish natijasida shuni ta'kidlash mumkinki, ko'pgina olimlar tabu va evfemizmlar tushunchalarini o'zaro chambarchas bog'liq hodisalar sifatida ko'rib chiqadilar. XIX asrda aynan shu yondashuv tadqiqotlarning asosiy yo'nalishini belgilab bergan va evfemizmlarni o'rganishga, avvalo, tabu muammosi bilan shug'ullangan etnograflarni jalb qilgan. Ushbu mavzu bilan shug'ullangan olimlar qatoriga J. Freyzer, A. Meye, va D. K. Zelenin kabi olimlar kiradi.

XX asrga kelib esa tabu va evfemizmlar lingvist-olimlarning diqqat markaziga aylandi. Jumladan, bu masala bilan fransuz lingvisti J. Vandries, daniyalik lingvistlar Kr. Nirop va J. Otto Esperesen, shuningdek, amerikalik lingvistlar J. M. Stedman va F. N. Skott shug'ullangan.

G'arb tilshunosligida evfemizmlarni o'rganishning muhim jihatlaridan biri ularning amaliy tadqiqot xarakteriga egaligidir. Ayniqsa, britaniya va amerika lingvistik maktablarida bu yo'nalish lug'atshunoslik bilan chambarchas bog'liq bo'lib, evfemiya va evfemizmlar ustida ishlagan ko'plab xorijiy lingvistlar mashhur leksikograflar sifatida ham tanilgan. Masalan, Ch. Kani, J. Niman va K. Silver, R. A. Spirs, R. Holder, J. Eyto, H. Rouson va boshqalar bu sohada muhim iz qoldirgan tadqiqotchilardir.

Amerikalik taniqli lingvistlardan biri – Ch. Keyni ikki tilli evfemizmlar lug‘atini (inglizcha va ispancha solishtirma asosda) tuzgan birinchi olimlardan biri bo‘lib, evfemiyaning til hodisalari bilan bog‘liqligini asoslab bergan. U evfemizm tushunchasini “bilvosita nomlash” (indirect naming) termini orqali talqin qilgan. Bu esa, o‘z navbatida, amerikan lingvistikasi an’anaviy ravishda evfemizmlarni keng talqin qilishga moyilligini yana bir bor tasdiqlaydi.

Bu keng talqin shundan ham namoyon bo‘ladiki, Britaniya va Amerika evfemizmlar lug‘atlarining ma’lum qismi texnik va kasbiy terminlar, slengizm, jargonizm va vulgarizmlarga tegishli bo‘lgan so‘zlardan iborat. Bunga sabab shundaki, bunday so‘zlar faqat ma’lum bir ijtimoiy yoki kasbiy guruh vakillariga tushunarli bo‘lib, ular umumiy til me’yoridan chetlashadi.

Shunday ekan, jamiyatning boshqa a’zolari uchun bu so‘zlarning ma’nosi noaniq bo‘lishi mumkin, natijada yoqimsiz yoki istalmagan hodisa bilvosita ifodalanadi va so‘z orqali niqoblanadi.

Bunday yondashuv va tushunchalar aralashuvi yana bir bor evfemizmlarni o‘rganish masalasi bahsli ekanini va ularni sleng, jargon va boshqa til hodisalaridan aniq farqlash mezonlarini belgilash murakkabligini tasdiqlaydi.

Evfemizmlarni ajratish uchun aniq mezonlarning yo‘qligi masalasini G‘arb tadqiqotchilarining o‘zlari ham ta’kidlaydilar. Masalan, K. Silver, J. Niman, J. Eyto, B. Uorren, R. Holder biror so‘z yoki iborani evfemizm deb hisoblashda subyektivlik darajasi yuqori ekanini tan oladilar.

Zamonaviy xorijiy lingvistikada evfemizmlarni o‘rganish faqat leksikografik nuqtayi nazar bilan cheklanmay, lingvopragmatika yo‘nalishida ham faol olib borilmoqda (A. Xorak, M. Kordoba Rodriges). Shuningdek, turli tematik guruhlariga mansub evfemizmlar alohida tadqiqot obyekti sifatida o‘rganilmoqda. Masalan, siyosiy va iqtisodiy evfemizmlar (M. Al-Barakati, L. Russelli), muayyan nutq diskurslari doirasidagi evfemizmlar (L. M. A. Moreno, M. Radulovich) va komparativ tadqiqotlar (S. K. Mugair) shular jumlasidandir.

E’tiborga molik jihati shundaki, XXI asrda ham evfemizm va tabu o‘rtasidagi bog‘liqlikni o‘rganishga qiziqish yo‘qolmagan, bu esa ilmiy an’analar vorisiyati va ilmiy tafakkurning uzluksiz rivojlanishini ta’minlaydi [B. Braun Gfrorer, 2015:92].

XX asr ichki lingvistik tadqiqotlarida, xuddi xorijiy tadqiqotlarda bo‘lgani kabi, evfemizmlarning keng talqini ustun bo‘lgan. Shu sababli, evfemizmlar va tabu so‘zlarning o‘rnini bosuvchi birliklar bir-biri bilan aralashib ketgan.

Evfemizmlarni ajratish mezonlarini aniqlash muammosi ichki lingvistikada ham, xorijiy tadqiqotlarda bo‘lgani kabi, dolzarb bo‘lib kelgan. Ushbu muammoni hal qilishga birinchi urinishlardan biri E. P. Senichkinaning “Евфемизмы русского языка” [Сеничкина Е. П. 2006:109] nomli asarida aks etgan. Shunga qaramay, evfemizmlarni ajratishning aniq mezonlarini izlash muammosi hozirgi kunda ham mavjud.

Kelajakda evfemizmlar qaysi yo‘nalishda o‘rganilishi aniq aytish qiyin. Biroq, an‘anaviy og‘zaki va yozma muloqot turlaridan tashqari hozirda yangi – raqamli muloqot turi shakllanib, jadal rivojlanayotganini inobatga olsak, tadqiqotlarning ko‘p tarmoqli va kompleks xususiyat kasb etishi ehtimoli yuqori.

Lingvistik va ekstralingvistik yondashuvlarni uyg‘unlashtirgan tadqiqotlar, neyrolingvistik izlanishlar, shuningdek, katta hajmdagi matnlar va yangiliklar oqimida evfemizmlarni avtomatik tarzda aniqlash, identifikatsiya qilish va talqin etish bilan bog‘liq ilmiy ishlar ham ortib borishi kutiladi. Bu esa evfemizmlarni tadqiq qilishda amaliy jihatning tobora kuchayishiga olib kelishi mumkin.

Shuningdek, komparativ (qiyosiy) yondashuv asosida turli tillardagi evfemizmlarni taqqoslashga oid nazariy tadqiqotlar soni oshishi kutilmoqda. Bunday tahlil ilgari evfemizmlar jihatidan yetarlicha o‘rganilmagan tillarga ham tadbiiq etilishi ehtimoldan xoli emas.

Evfemizmlarni o‘rganish tarixi davomida erishilgan ilmiy natijalar kelgusi tadqiqotlar uchun mustahkam poydevor yaratdi. Bu esa evfemizm tabiatini chuqurroq anglash hamda uni boshqa til hodisalaridan aniq ajratib berish imkoniyatini kengaytiradi.

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ПОВЫШЕНИЕ МОТИВАЦИИ К ИЗУЧЕНИЮ ИНОСТРАННЫХ ЯЗЫКОВ СТУДЕНТОВ МЕДИЦИНСКОГО НАПРАВЛЕНИЯ

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***Аннотация:** В данной статье анализируется проблема и роль изучения иностранных языков. Личное и профессиональное развитие современного человека было бы невозможно без знания иностранного языка. Умение общаться с иностранцами расширяет кругозор и позволяет продвигаться по карьерной лестнице. Сегодня большинству высококвалифицированных специалистов требуется не только знание своей специальности, но и умение владеть иностранным языком. Чем больше иностранных языков имеет та или иная специальность, тем выше её конкурентоспособность на рынке труда.*

***Ключевые слова.** Профессиональный иностранный язык, уровень владения иностранным языком, языковое средство, средство международной коммуникации.*

Сотрудничество Узбекистанских медиков с зарубежными коллегами требует эффективного общения на иностранных языках. Эффективный обмен знаниями при решении глобальных задач в сфере здравоохранения напрямую связан с уровнем языковой подготовки медицинских специалистов и их

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способностью эффективно коммуницировать на иностранных языках в профессиональной сфере. В условиях глобализации, повышение квалификации медицинских специалистов неразрывно связано с международным научным сообществом, где английский язык выступает в качестве языка профессиональной коммуникации. Известный русский врач С. П. Боткин ещё в XIX веке выдвинул идею:

“Знание современных языков играет важную роль в интеллектуальном и человеческом обогащении специалистов-медиков”

“Knowledge of modern languages plays an important role in the intellectual and human enrichment of medical specialists”

“Kenntnisse moderner Sprachen spielen eine wichtige Rolle bei der intellektuellen und menschlichen Bereicherung medizinischer Fachkräfte”

Иноязычное общение медиков направлено на установление личных связей, обмен научными и профессионально важными сведениями, создание новой информации в области медицины, а также на проведение совместной профессиональной и научной деятельности.

Профессиональное развитие специалистов по иностранным языкам-это многогранный процесс, влияющий на развитие личностных и профессиональных качеств, повышающий образовательные стандарты, расширяющий профессиональные горизонты и способствующий непрерывному саморазвитию и укреплению личности за счет вхождения в мир иностранных языков и культур.

Овладение иноязычной речью в рамках медицинской специальности способствует развитию таких важных профессиональных качеств, как настойчивость, умение преодолевать трудности и аккуратность. Все эти качества необходимы будущим медицинским работникам.

Медицинским работникам необходимы языковые навыки для общения с коллегами, пациентами и их родственниками, для точного заполнения медицинских форм и чтения специальной литературы. Английский язык становится не только средством международного общения, но и средством сплочения людей.

Предмет “иностранные языки” приобрел новую функцию: формирование новых членов международного сообщества, способных сотрудничать с представителями разных культур. На курсах иностранных языков готовят медицинских работников так называемого «глобального общества» (global society).

Студенты-медики приобретают навыки межкультурной коммуникации, позволяющим участвовать в решении ряда проблем, общих для всего человечества, таких как борьба со СПИДом, наркоманией, курением и пропаганда здорового образа жизни. Студенты учатся ориентироваться в современном многоязычном мире. Основной целью преподавания иностранных языков в медицинских вузах является практическое использование иностранных языков «как средства профессионального общения, информационной деятельности и дальнейшего самообразования». Проблема медицинского перевода особенно актуальна сегодня, когда на фармацевтическом рынке преобладают импортные лекарства, когда в медицинские учреждения поставляется импортное оборудование, когда многие соотечественники выезжают на лечение за рубеж и требуют выписки из медицинской документации, написанной на иностранном языке. Ошибка в медицинском переводе может стоить пациентам жизни, не говоря уже о здоровье. Все медицинские работники отметили растущую потребность в навыках прямого общения, главным образом в контексте научных конференций, в ситуациях, когда они обмениваются опытом работы, в ситуациях, когда они знакомы со специфическими методами и в работе организаций здравоохранения. Это связано с реальным общением с зарубежными коллегами, новыми возможностями в своей области знаний и желанием реализовать себя в другой научной или международной сфере деятельности.

Об этом говорится в статье М.А. Грязновой “Совершенствование иноязычной профессиональной компетенции медицинских специалистов в рамках постдипломного образования”. [Грязнова, 2011; 71-80]

Общение на английском языке между медицинскими работниками может происходить в разных ситуациях – в Узбекистане и за рубежом, между медицинскими учреждениями

и научными обществами, на лекциях перед большими аудиториями или входе круглых столов. Общение может быть устным (речи, презентации, доклады, лекции, беседы, дискуссии), письменным (научные статьи, описания проектов, заявки на гранты) и электронным (личные или деловые письма), а участники общения могут выступать в разных ролях. Это не только традиционно выделяемые роли “врач-пациент”, “врач-врач”, “врач медицинский персонал”, но и “аспирант-научный руководитель”, “лектор-слушатель”, «руководитель международного проекта с узбекской и зарубежной стороны», «представитель медицинской администрации-медицинский персонал». Развитие иноязычной специализации специалиста - это многогранный процесс, влияющий на развитие личностных и профессиональных качеств, повышающий образовательный уровень, расширяющий кругозор специалиста и стимулирующий непрерывное саморазвитие и самосовершенствование личности за счет вхождения в мир других языков и культур. Люди со средним образованием неизменно изучают иностранный язык. В большинстве случаев, конечно, это английский язык. Кому-то изучение языка дается легко, кто-то ненавидит его. Однако ни те, ни другие не осознают реальной важности знания языка до окончания средней школы. Прежде всего, это касается тех, кто по собственному желанию, вынужден, но или по необходимости должен повышать свой профессиональный уровень. Это относится ко всем практикующим профессиям, но в еще большей степени - к медицинской. Зачем врачам иностранный язык, например, английский, если они уже изучают латынь? На самом деле, латынь - это необычный язык, используемый для рецептов и жаргона, но совсем не подходящий для общения и литературы.

**Необходимость владения английским языком
обусловлена следующими аспектами:**

Доступ к зарубежной медицинской периодике и научным изданиям представляет собой важную возможность. Английский язык является международным языком науки, и иностранные публикации содержат более актуальную информацию, поскольку современная научно-исследовательская база, которая постоянно обновляется, сосредоточена преимущественно за границей.

- Знание языка открывает возможность для продолжения обучения за границей в ведущих учебных заведениях. Также это позволяет проходить стажировки в лучших клиниках мира.

- Участие в международных съездах, конференциях и командировках наравне с коллегами из других стран предоставляет уникальную возможность обмена опытом, что способствует повышению профессионального уровня.

- Знание языка создает возможности для межнационального сотрудничества, совместной деятельности и научных исследований. Более того, это предоставляет реальную возможность работать с иностранными пациентами и оказывать им медицинскую помощь.

- В конечном итоге, владение иностранным языком, особенно английским, является символом престижа и служит дополнительным подтверждением вашего образовательного и интеллектуального уровня.

Почему врачам необходимо знание английского языка?

На первый взгляд может показаться, что знание английского языка не имеет никакого значения для профессионального развития врача. На самом деле, если вы стремитесь к постоянному профессиональному росту и рассчитываете работать в престижной клинике или даже сотрудничать с иностранными коллегами, без английского вам не обойтись. Давайте рассмотрим, как английский может помочь медикам в их работе.

1. Англоговорящий врач знаком с тенденциями современной медицины. Знание английского языка позволяет им свободно читать зарубежные медицинские журналы, новейшие книги по медицине и знакомиться с публикациями на англоязычных медицинских сайтах. Разумеется, количество, и актуальность такой информации значительно превосходит ту, что доступна на узбекском или на русском языке. Таким образом, знание английского языка позволяет постоянно повышать свою квалификацию и быть в курсе передовых методов диагностики и лечения.

2. Но зачем нам нужен английский? Дело в том, что, во-первых, научные публикации сегодня доступны широкому кругу читателей только на английском языке, и может пройти немало

времени, прежде чем они будут переведены на узбекский или на русский. Английский-это международный язык общения, причем не только в научной среде.

3. Если вы владеете английским языком, вы можете получить медицинское образование за рубежом. Если вы планируете учиться на врача, возможно, хотите поступить в университет за границей, знание английского языка одно из главных условий для реализации этого плана.

4. Для обучения в хорошем университете за рубежом необязательно нужны большие деньги. Можно учиться за границей, не тратя много денег, так как существуют различные программы обучения для будущих студентов, но это не невозможно без знания иностранного языка.

5. Если вы уже являетесь врачом общей практики и хотите профессионально развиваться, вы можете пройти стажировку в клинике за рубежом, пройти курс повышения квалификации за рубежом или принять участие в международном медицинском исследовательском проекте. Однако это также требует знания английского языка.

Таким образом, существует множество причин, по которым врачам необходимо изучать английский язык. В тоже время уровень владения английским языком, к которому они должны стремиться, должен быть достаточно высоким. Врачи должны знать медицинскую терминологию, уметь читать и полностью понимать даже самые сложные медицинские тексты. Они также должны легко понимать английский язык, чтобы общаться с коллегами из других стран. Врач должен говорить по-английски четко, чтобы собеседник понимал каждое слово, включая сложные для произношения медицинские термины. Конечно, во избежание путаницы в медицинских понятиях полезно, чтобы все врачи знали латынь, но для общения все равно нужен живой язык.

Знание английского языка дает врачам доступ к актуальной информации, которая не всегда доступна в переводе. Отечественные врачи часто используют устаревшие методы лечения, игнорируют новейшие методы диагностики и назначают препараты, которые в других странах уже давно не применяются. Часто это происходит из-за недостатка информации, но не только

потому, что пациенты не готовы платить больше за качественные анализы и более эффективные методы лечения. Конечно, государственное здравоохранение в нашей стране находится в плачевном состоянии, и врачи, за редким исключением, вынуждены использовать устаревшее оборудование с большим сроком службы. Если вы хотите работать в современной клинике с техническим оснащением, вы должны идти в ногу с медицинским прогрессом. Одним словом, английский язык поможет вам повысить свой профессиональный уровень. Кроме того, есть как минимум три причины, по которым вам следует изучать английский язык:

- владея английским, вы сможете принимать иностранных пациентов, а такая вероятность всегда существует, если вы работаете в престижной клинике в столице или другом крупном городе;
- владея английским, помогает найти общий язык со сложной аппаратурой, что немаловажно для врача;
- специалист, владеющий иностранными языками, всегда больше ценится в любой компании, независимо от сферы ее деятельности.

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NUTQIY FAOLIYAT VA UNING TA'LIMDAGI AHAMIYATI

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Annotatsiya: Nutqiy faoliyat inson hayotida muhim o'rin tutadi. U nafaqat muloqot qilish, balki fikrlarni ifoda etish, hissiyotlarni tushuntirish va bilim almashish jarayonlarida ham asosiy rol o'ynaydi. Ta'lim jarayonida nutqiy faoliyatning rivojlanishi o'quvchilarning fikrlash qobiliyatini shakllantirish, ijtimoiy muloqotda muvaffaqiyatli bo'lishlari va kelajakdagi kasbiy faoliyatlariga tayyorgarlik ko'rishlari uchun zarurdir. Ushbu maqolada nutqiy faoliyatning ta'lim jarayonidagi o'rni, uning ahamiyati va rivojlantirish usullari kengaytirilgan holda ko'rib chiqiladi.

Kalit so'zlar: Muloqot, nutq, emotsional, metod, texnologiya, platformalar, videokonferensiyalar, virtual.

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Nutqiy faoliyat – bu insonning fikrlarini, his-tuyg'ularini va ma'lumotlarini boshqalarga etkazish jarayonidir. Ta'lim jarayonida nutqiy faoliyat quyidagi jihatlarida muhim ahamiyatga ega:

1. Fikrni ifoda etish: O'quvchilar nutqiy faoliyat orqali o'z fikrlarini aniq va ravon ifoda etish ko'nikmalarini rivojlantiradilar. Bu ularning o'z fikrlarini tushuntirish, bahs yuritish va muloqot qilish qobiliyatlarini oshiradi. O'z fikrlarini ifoda etishda o'quvchilar o'zlarining shaxsiy tajribalari, bilimlari va hissiyotlarini birlashtirib, yanada mukammal natijaga erishadilar.[Abdullaeva, 2020]

2. O'zaro muloqot: Nutqiy faoliyat o'quvchilarning bir-biri bilan muloqot qilish imkoniyatini yaratadi. Bu jarayon o'zaro tushunishni kuchaytiradi va guruhda ishlash ko'nikmalarini rivojlantiradi. O'zaro muloqot orqali o'quvchilar bir-birining fikrlarini tinglash va baholashni o'rganadilar, bu esa ijtimoiy ko'nikmalarini yanada rivojlantiradi. [Berg & Miller, 2018]

3. Ijodiy fikrlash: Nutqiy faoliyat ijodiy fikrlashni rag'batlantiradi. O'quvchilar o'z g'oyalarini yaratish, tahlil qilish va baholash ko'nikmalarini rivojlantiradilar. Ijodiy fikrlash jarayonida o'quvchilar yangi g'oyalarni kiritish, mavjud fikrlarni tahlil qilish va yangicha yondoshuvlarni ishlab chiqish imkoniyatiga ega bo'lishadi. [Davletova, 2021]

4. O'qituvchining roli: O'qituvchi nutqiy faoliyatni rivojlantirishda muhim rol o'ynaydi. U o'quvchilarga kerakli ma'lumotlarni etkazib berish, savollar berish va fikr almashish uchun muhit yaratishda yordam beradi. O'qituvchining faol ishtiroki o'quvchilarning motivatsiyasini oshiradi va ularning ta'limga bo'lgan qiziqishini kuchaytiradi.[Khalilova & Ismoilov, 2019]

5. Emotsional rivojlanish: Nutqiy faoliyat orqali o'quvchilar o'z his-tuyg'ularini ifoda etish imkoniyatiga ega bo'lishadi. Bu esa ularning emotsional rivojlanishiga yordam beradi. O'z his-tuyg'ularini ifoda etish orqali o'quvchilar stressni kamaytiradilar va ijtimoiy muhitda o'zlarini qulay his qiladilar. [Khan & Aliyev, 2022]

Nutqiy faoliyatni rivojlantirish usullar

Ta'lim jarayonida nutqiy faoliyatni rivojlantirish uchun bir qator usullar mavjud. Ular orasida axborot-reseptiv metod, muhokama va guruhliy ishlar, rolli o'yinlar, ijodiy vazifalar va boshqa innovatsion metodlar mavjud.

1. Axborot-reseptiv metod: Bu metod o'quvchilarga ma'lumotni qabul qilish va uni qayta ishlash imkonini beradi. O'qituvchi mavzuni tushuntirganda, o'quvchilar savollar berishlari va fikrlarini ifoda etishlari mumkin. Bu jarayon o'quvchilarning nutqiy faoliyatini rivojlantiradi va ularning tanqidiy fikrlash qobiliyatini oshiradi. [Davletova, 2021]

2. Muhokama va guruhii ishlar: O'quvchilar birgalikda muhokama olib borish orqali o'z fikrlarini ifoda etish imkoniyatiga ega bo'lishadi. Bu usul o'zaro fikr almashish va muloqot qilish ko'nikmalarini oshiradi. Guruhii ishlarda har bir o'quvchi o'zining fikrini bildirishga majbur bo'ladi, bu esa ularning ishtirokini faollashtiradi va jamoaviy ish ko'nikmalarini rivojlantiradi. [Khalilova & Ismoilov, 2019]

3. Rolli o'yinlar: Rolli o'yinlar orqali o'quvchilar turli vaziyatlarda nutqiy faoliyat ko'rsatadilar. Masalan, ular turli rollarni bajarib, muayyan vaziyatlarda qanday muloqot qilishlarini amalda

sinab ko'radilar. Bu usul o'zaro muloqotni rivojlantiradi va ijodiy fikrlashni rag'batlantiradi. [Yusupov & Tursunov, 2020].

4. Ijodiy vazifalar: O'quvchilarga ijodiy vazifalar berish orqali ularning nutqiy faoliyatini rivojlantirish mumkin. Masalan, maqola yozish, hikoya yaratish yoki prezentatsiya tayyorlash kabi vazifalar orqali ularning ijodiy qobiliyatlari ochiladi. Bunday vazifalar o'quvchilarning mustaqil fikrlash qobiliyatini ham oshiradi. [Karimova & Murodov, 2023]

5. Ko'p yo'nalishli metodlar: Ta'lim jarayonida ko'p yo'nalishli metodlardan foydalanish ham muhimdir. Bu metodlar orqali o'quvchilar turli fanlardan olgan bilimlarini birlashtirib, kompleks masalalarni hal qilish ko'nikmalarini rivojlantiradilar. Bunday yondoshuvlar ta'lim jarayonini yanada qiziqarli va samarali qiladi.

6. Texnologiyalarni qo'llash: Zamonaviy texnologiyalar, masalan, onlayn platformalar, videokonferensiyalar va taqdimot dasturlari orqali nutqiy faoliyatni rivojlantirish mumkin. Bu orqali o'quvchilar virtual muhitda muloqot qilish imkoniyatiga ega bo'lishadi, bu esa ularning kommunikativ ko'nikmalarini yanada oshiradi. [Khan & Aliyev, 2022].

Nutqiy faoliyatning ijtimoiy ahamiyati

Nutqiy faoliyat nafaqat ta'lim jarayonida, balki ijtimoiy hayotda ham muhim ahamiyatga ega. U insonlarni bir-biriga bog'laydi, ijtimoiy munosabatlarni rivojlantiradi va madaniy almashinuvga yordam beradi.

Nutqiy faoliyat orqali insonlar bir-birining fikrlarini tushunishga harakat qiladilar, bu esa ijtimoiy barqarorlikka hissa qo'shadi.

1. Ijtimoiy integratsiya: Nutqiy faoliyat ijtimoiy integratsiyani ta'minlaydi. Turli madaniyatlar va tillardan kelgan insonlar orasida muloqot qilish imkoniyatlari yaratilishi ijtimoiy birlikni kuchaytiradi. [Berg & Miller, 2018]

2. Madaniy almashinuv: Nutqiy faoliyat madaniy almashinuvni rag'batlantiradi. Insonlar bir-birining madaniyati haqida ma'lumot olishlari va yangi g'oyalarni kiritishlari mumkin. [Yusupov & Tursunov, 2020].

3. Samarali muloqot: Ijtimoiy hayotda samarali muloqot qilish ko'nikmalari muhimdir. Nutqiy faoliyat orqali insonlar turli ijtimoiy vaziyatlarda qanday qilib samarali muloqot qilishni o'rganadilar. [Karimova & Murodov, 2023].

Xulosa: Nutqiy faoliyat ta'lim jarayonida muhim ahamiyatga ega. U o'quvchilarning fikrlash qobiliyatini rivojlantirish, ijtimoiy muloqotda muvaffaqiyatli bo'lishlariga yordam beradi. Ta'lim jarayonida nutqiy faoliyatni rivojlantirish uchun axborot-reseptiv metod, muhokama va guruhii ishlar, rolli o'yinlar, ijodiy vazifalar va zamonaviy texnologiyalar kabi usullarni qo'llash zarur. Bu usullar orqali o'quvchilar o'z fikrlarini ifoda etish, savollar berish va muloqot qilish ko'nikmalarini rivojlantiradilar.

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THEORETICAL AND METHODOLOGICAL FOUNDATIONS OF DEVELOPING LINGUISTIC COMPETENCIES IN STUDENTS THROUGH INDIVIDUALIZATION OF KNOWLEDGE

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Annotation: *Individualization of knowledge develops linguistic competencies in students, taking into account the personal needs and abilities of the student, ensuring his active participation in the language learning process. These theoretical and methodological foundations make language learning an effective and interesting process.*

Key words: *modern education, individuality, student, approach, education, technology, specialist, specialty.*

In modern education, the pedagogical technology of the individual approach to the development of professional and personal characteristics of students is a factor of quality and efficiency today and shows a number of advantages. Individual education is a form of organization of the educational process and a modern model, and its purposeful use has its priority in the preparation of specialists who serve the state and society.

The main advantages of individual education:

- practically helps the student to fully adapt to the content, methods, speed of educational processes and features of educational activities;

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- solving objective and subjective problems that prevent formation as a specialist ensures consistency of actions, and allows operational monitoring of the effectiveness of the result;

- expands his educational world and uses transformative pedagogical technologies to observe the transition from ignorance to knowledge, makes corrections in educational activities through the necessary instructions in forming the personality of the student;

- based on the integration of education and modern requirements, it provides practical assistance in the formation of mobility qualities for the student to quickly adapt to the dynamics of the educational process, which is characterized by a changeable nature.

This approach to individual work provides the student with the following opportunities:

- the student achieves time savings, spending less time and achieving more results;

- the student gets rid of excessive mental and intellectual stress in the process of learning and forming as a specialist;

- the student, imagining himself as a mature specialist, acquires motivational factors. This process serves as the main factor in their transition to the next type of activity;

- individual work with the student forms the skill of constantly controlling the targeted expenditure of his energy, eliminating excessive physical fatigue;

- the student, saturated with motivational factors, forms the skill that allows him to work at the optimal time for himself, that is, to become a specialist;

- allows the student to harmonize his personal and professional activities, thereby becoming a mature specialist;

The individual form of education not only develops the student's ability to develop academic activities, but also to correct his behavior and engage in innovative scientific activities.[2.2003]

From this point of view:

- an individual approach is recognized as a pedagogical principle, and the teacher establishes a dialogue with an individual student according to the model of individual work, taking into account his psychological processes, state and personal characteristics;

- it is important to pay special attention to the individual characteristics of the student during communication, and it is necessary to develop a methodology for adapting the psychological state to this;
- in the educational process, taking into account the psychological processes and individual characteristics of the student, an individual approach is organized in accordance with the principles of "educational diet" in the transfer of educational "products";
- it is necessary to create psychological and pedagogical conditions for the individual development of students, their orientation towards the prospects of personal and professional growth, as well as to coordinate the interaction between the family and the educational institution (teacher working individually), and, if necessary, with the teachers with whom the student is studying and teaching. Individualized educational technology is an effective approach that not only prepares the ground for the formation of a student as a specialist, but also guarantees his promising activity in any type of activity of society. In this regard, we believe that the following individual approach diagnostic model is the priority.

The individual educational approach diagnostic model involves designing a reflective (Reflection is an approach that requires a conscious approach to the subject, an analysis of the possibility of reconsidering the direction in which his activity can be effectively organized, based on the individual qualities of the student (interests, abilities, orientation, abilities, intelligence and professional competence in establishing communication, information transfer, organization, scientific and analytical approach, and other qualities) approach in the process of pedagogical activity, with the practical assistance of a combined teacher.[9.2024]

An individual approach to the personality of the student depends on the level of professional competence of the teacher and is directly related to the possibility of targeted use of existing technologies used to ensure the quality and effectiveness of pedagogical education.

It is appropriate to recognize the achievement of educational goals as the first factor in the organization of individual education focused on the student. From this point of view, it is necessary to develop and put into practice a network of modern local systems that coordinate quality and efficiency characteristics, paying attention to the issue of

classification of integrated pedagogical technologies. By creating a network of modern local systems, organizing individualized educational technologies in pedagogical practice on the basis of ethnopsychology factors, a targeted program of effective education is created. This process provides a balanced unit of activity between dynamic systems covering all parts of the educational process, providing the possibility of coordinating the mechanisms of individual teaching technologies.[3.2024] The balance between the dynamic systems of coordination of mechanisms of individual learning technologies serves to create the following:

- determining the content of the student's educational activity, stabilizing the methods and pace of learning, as well as adaptability to individual characteristics;

- revealing and further developing the student's individual capabilities (abilities);

- formation of skills for the student to independently master the technologies of educational programs in his activities based on his individual characteristics, and eliminating the factors of his failure;

- formation of individual learning skills by identifying the zone of proximal development of the student's assimilation of the transferred knowledge and stimulating it;

- increasing the student's motivation for individual learning, cultivating his skills, and developing existing cognitive interests in the specialty;

- to form individual aspects that incorporate rational factors, such as self-study, stimulation of existing abilities, and a critical view of one's own activities, by developing the skills of a reflective approach in the student;

- conscious awareness of the strategic goal of the individual educational process, programming in their minds that it is a necessary need for modern society and personal development, and turning it into a type of activity. This process requires a modern approach to the concept of individual education.[7.2001]

In conclusion, individual education is a factor that determines the content of the educational trajectory, which is carried out at a certain stage of the process of revealing the existing abilities of the student, harmonizing his professional orientation, and developing his

professional qualifications. From this point of view, the individual education program has a rehabilitation content and is a method of re-educating the existing abilities of students. This process, based on the essence of the heuristic approach, is saturated with motivational factors such as individual development, orientation to the specialty, professional development, self-discovery, and so on, and is considered a promising educational program. Also, the main content of individual education is to include various levels of independence, to form confidence in oneself and one's future in the student, and to establish competence specific to the specialty in performing educational tasks.

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THEORETICAL PRINCIPLES IN TEACHING FOREIGN LANGUAGES TO STUDENTS THROUGH INDIVIDUAL LEARNING TRAJECTORY

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Annotation: *The importance of an individual approach in the development of the education system in the context of globalization is emphasized. For the successful process of learning foreign languages, it is necessary to develop the student's personal potential, take into account individual needs and characteristics, as well as support motivation. The article notes the need for regular analysis of students' personal achievements and flexible adjustment of the educational process.*

Keywords: *Methodology, innovation, foreign language, communication, competence, didactics, modern education, individuality, student, approach, education, technology, specialist, specialty.*

The role of education in the process of globalization is increasing day by day. In such a process, any state should focus its main attention on the development of the education system. In recent years, major changes have been taking place in the education system of our country. We can determine such changes by the introduction of the credit-module system of education into the education system. With the introduction of the credit-module system, many changes are taking place in our education system. As an example of such innovations, as well as a driving tool for developing education, we can cite the individual educational trajectory. The individual educational trajectory is a very broad concept, and each of its aspects requires a detailed study. In this article, we will consider the fundamental theoretical principles that determine the effectiveness of teaching foreign languages to

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students of higher educational institutions through individual educational trajectories.[1]

The priority aspect that ensures the effectiveness of the process of learning an individual educational trajectory is the need for continuous personal development of students in the process of implementing individual educational programs in all aspects of language education. Many scientists emphasize the importance of person-centered education in their studies. The feasibility of education through individual educational programs is noted in the studies of domestic and foreign researchers, which show that the comprehensive development of the personality of students and their cognitive abilities is more important than the formation of specific skills in the process of mastering foreign languages. [7.2024]

Prioritizing the development of the learner's personal potential creates a basis for meeting educational needs not only in the field of language education, but also in other areas. The main idea is that paying attention to the comprehensive development of students' personalities is more important than focusing only on the acquisition of language skills.

An important aspect ensuring the effectiveness of this educational process is the constant maintenance of the necessary level of motivation of students to master a foreign language as a means of professional and personal development. In the process of studying an individual educational trajectory, future students should develop communicative motivation, since communication in a foreign language contributes to their overall development, education and upbringing, expands their general and linguistic horizons. The learning process through an individual educational trajectory should contribute to the formation of the student's internal motivation and bring them joy and satisfaction from the results achieved. Another important aspect ensuring the effectiveness of the educational process through an individual educational trajectory is the adaptation of all components of the educational process to the characteristics and needs of students. This requires a thorough and adequate determination of the goals, objectives, content, structure, technologies, methods, tools and teaching techniques of learning a foreign language, proceeding not only from the specific characteristics of the language itself, but also from the individual

methods of learning each foreign language. the student acquires a foreign language that is characteristic of certain individuals.

The result of adapting all components of the educational process to the individual characteristics of each student is the selection of the most optimal and rational methods of learning a foreign language in terms of time and effort, which helps to create conditions for success for students. This approach is aimed at individualizing the educational process, which includes personal, subjective and individual components of students. Individualization allows for optimal consideration of the individual and psychological characteristics of learners, ensuring the effectiveness of the educational process through an individual educational trajectory for students learning foreign languages.

Another basic principle aimed at increasing the effectiveness of the educational process within the framework of an individual educational trajectory is to ensure the differentiation of education. Differentiation ensures the effectiveness of the implementation of individual educational trajectories, as it serves as a "means of achieving individualization". Each student chooses the most appropriate methods, styles and educational tools based on his educational needs. An important aspect that determines the effectiveness of studying an individual educational trajectory is the quantitative determination of educational goals and objectives, their variability at each stage to meet specific educational needs. Students must master the skills of independently classifying, selecting and prioritizing educational goals and objectives at each stage of education. Students must be able to skillfully divide complex goals and objectives into more specific ones that are differentiated at each stage of education. In turn, a change in learning goals implies a change in the methods, technologies, approaches, methods, tools and forms of teaching a foreign language that are most suitable for a given stage of learning a foreign language under certain conditions (individual, pair, group).

Another aspect is the need for strict control of cognitive activity by the students themselves and the teacher in the process of teaching students in a foreign language through an individual learning trajectory. The organization of students' cognitive activity in the process of teaching through an individual learning trajectory involves an adequate

selection of methods and techniques for managing cognitive activity in the process of language learning, taking into account the differential characteristics of each student.

The success of teaching a foreign language through an individual learning trajectory depends on the constant thinking of students. Therefore, the main aspect that determines the effectiveness of learning a foreign language through an individual educational program is the constant analysis and correction of learning outcomes based on the individual achievements and problems of each student in mastering the language. The effectiveness of the process is ensured by involving students in activities that lead to their further development in their professional field. One of such activities is preparation for national and international exams, which allow students to realize their professional and personal potential in various educational institutions (MULTILEVEL, TOEFL, IELTS, FCE, CAE, TKT), while the constant use of foreign languages in their activities is a prerequisite for their fulfillment.

The need to involve students in constant activities in the process of accumulating important professional knowledge, skills and experience was emphasized in the research work of A.A. Leontiev.

In the ever-evolving landscape of language learning, the adoption of individual learning trajectories is emerging as a key approach. This approach seeks to not only meet the specific needs of students but also to adapt to the demands of modern language learning at different stages. A key element of the success of this approach is the creation of an enriched learning environment that goes beyond traditional academic boundaries and supports holistic language development. The learning environment serves as a dynamic factor that shapes students' understanding of goals, objectives, core values, and social orientations throughout their foreign language acquisition journey. This holistic perspective encompasses academic excellence, cognitive development, personal growth, and educational enrichment. Researchers such as Slastenin and Verbickiy have emphasized the importance of this system-forming factor in developing a multifaceted language learning experience.

A significant shift occurs as students move from teacher-led classroom activities to independent, self-directed work outside the

academic realm in a university setting. This transition is an important aspect highlighted in the study of individual learning trajectories. Learning a foreign language in this way requires a continuous commitment to improving independent learning practices. Students are encouraged to engage in ongoing self-directed learning that is tailored to their individual abilities, needs, and current levels of proficiency.

This process includes the idea that language learning is not confined to the classroom. Instead, it involves a process of continuous improvement, defined by students taking ownership of their learning experiences. Beyond traditional boundaries, language learning becomes a dynamic, independent journey that evolves with each student's unique abilities and aspirations.

As we navigate the ever-changing landscape of language learning, the adoption of individual learning trajectories emerges not only as an alternative but also as a paradigm shift. This paradigm recognizes the dynamic nature of language acquisition, encouraging students to become active participants in language learning journeys that are well-equipped to address the challenges of a multilingual world.[4.2024]

The Individual Learning Trajectory of a Higher Education Student is a broader concept than the Individual Learning Program. The student's participation in designing an individual learning trajectory depends on such subjective qualities as motivation, goal setting, control, planning, decision-making, non-conflict communication, communication, self-determination, and reflection.

An Individual Learning Path is a project aimed at individually mastering the core curriculum. It gives the role of science to the Higher Education Student in choosing an individual learning trajectory. This includes the development and implementation of the main educational program, taking into account pedagogical conditions such as organizational and pedagogical, educational and methodological support, and psychological and pedagogical support to facilitate the student's self-determination and self-realization.[6.2021].

The subject educational direction of a student of a higher educational institution is a purposefully developed individual differentiated educational program. It ensures that the student assumes the role of a subject in educational and professional activities, implements an individual educational trajectory as a subject of

choosing, developing and implementing this trajectory. This process involves the provision of psychological and pedagogical support by university teachers for the student's self-determination and self-realization.

In conclusion, by implementing an individual educational trajectory in the higher education system, it is possible to achieve an increase in the quality of education and an increase in the results of students' mastery of subjects.

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EJEN DABI ROMANINING BADIY XUSUSIYATLARI

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Annotatsiya: Ushbu maqolada realistik hikoya janri, uning genezisi va taraqqiyoti, hamda unda Ejen Dabining tutgan o‘rni haqida so‘z boradi. Ejen Dabi asarlarining poetikasi tahlil qilinadi, ularda ko‘tarilgan tabiat va inson o‘rtasidagi munosabatlar o‘rganiladi.

Kalit so‘zlar: Personaj, qahramon, syujet, obraz, portret, peyzaj, qiyofa, psixologiya.

Istiqlol sharofati tufayli mamlakatimizda xorijiy tillarni chuqurroq o‘rganishga va turli sohalarda chet ellar bilan aloqalarni rivojlantirishga alohida e‘tibor qaratilmoqda. Shu o‘rinda chet el adabiyoti yirik vakillarining ijodini o‘rganish muhim ahamiyat kasb etadi. Ejen Dabi shunday adiblardan biri hisoblanadi.

Ejen Dabi (1898-1936) asarlari adabiyotshunoslar tomonidan XIX asr oxiri va XX asr birinchi yarmi realistik adabiyotining eng yorqin va yuksak badiiy qiymatga ega qismi sifatida baholanadi. Fransuz adibi, jamoat arbobi Ejen Dabi ijodini o‘rganishning muhim ahamiyati shundaki, uning realistik asarlari ma‘lum ma‘noda XX asrning birinchi yarmi Fransiya adabiyotining yuksak estetik darajasini, o‘ziga xosligi va voqelikni tasvirlashning xilma-xilligini belgilaydi.

Ejen Dabi o‘z romanlarida butun diqqat-e‘tiborini o‘zi tasvirlayotgan odamlarga qaratadi. Uning tasvirida odamlar o‘z taqdirilariga o‘zlari egalik qilolmaydilar. Aynan mana shu mavzu, ya‘ni insonning yolg‘izligi va bu yolg‘izlikning sabablari E.Dabining “Yashil mintaq” (La Zone verte, 1935) romanida yoritib berilgan. Roman syujeti murakkab, muallifning oldingi asarlarida bo‘lganidek turli yo‘llar kesishmalaridan iborat. Asarning bosh qahramoni parijlik Legen ismli yigit bo‘lib, u Parijdagi avtomobil zavodlaridan birida bo‘yoqchi bo‘lib ishlagan. Aslida bo‘yoqchi bo‘lgan va keyinchalik ishsiz qolgan Legen, birinchi may arafasida marvaridgul terib sotish maqsadida shahar tashqarisiga chiqib ketadi va Buamon(Boismont) nomli kichik

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bir shaharchaga kelib qoladi. Romanda shu yigit va uning yangi tanishlarining boshidan kechirgan oddiy voqealari haqida soʻz boradi.

Kompozision jihatdan roman toʻqqiz bobdan iborat. Uning har birida Legen boshidan kechirgan alohida bir voqea haqida hikoya qilinadi. Shu sababli oʻquvchida roman syujeti parchalanib ketgandek, bir syujet liniyasi yoʻqdek taassurot tugʻuladi.

Asardagi bosh obraz Legen yelkasiga ikki savatini osib olib piyoda yoʻlga tushadi. Yoʻlda bir yuk mashinasi toʻxtab, uni olib ketadi. Moris Negrel ismli haydovchi unga qayerlarda gul koʻp boʻlishini maslahat berib, Buamondagi Vre Mon-Ruj (Vrai Mont-Rouge) qahvaxonasi oldida tushirib ketadi. Atigi ikki kunga gul terishga kelgan Legen Buamonda deyarli uch hafta qolib ketadi. Legen bu yerga kelgan kunining ertasiga ikki savatni toʻldirib gul teradi. Biroq uning kasbidan xabar topgan qahvaxona egalari Legendan qahvaxonani taʼmirlab berishni iltimos qilishadi. Legen ularning iltimosiga rozi boʻladi zero, birinchidan, tergan gullarini Parijga olib borib sotsa ham arzimagan pul boʻladi, ikkinchidan, taʼmirlash ishlari bahonasida bir muncha muddat qishloqda yashasa, dam olsa boʻladi.

Asar syujeti juda sust rivojlanadi: poytaxtdan ellik kilometr uzoqdagi kichik bir shaharda katta voqealar deyarli roʻy bermaydi. Legen Vre Mon-Rujdagi hayoti va mehnat faoliyati davomida Berjelar oilasi bilan yaqindan tanishadi. U ayniqsa qahvaxona bekasi Marta Berjega hamdardlik qiladi, u bilan doʻstlashib qoladi. Legen Martani bu yerdan olib ketmoqchi boʻladi. Lekin qayerga? Ishqilib olib ketsa boʻlgani. Biroq Martaning iloji yoʻq edi. Legen bir oʻzi Parijga qaytishga majbur boʻladi. Ammo u Martani unuta olmaydi. Oradan bir yil oʻtib Legen Buamonga qaytib kelganida Berjelar oilasining ishi kasodga uchrab bu yerlardan ketib qolgan, ularning qayerga ketganligini hech qim bilmasdi.

Adib qahvaxona bekasi Marta Berje nigohi bilan bizga Legenning Buamonda ilk paydo boʻlgan vaqtidagi portretini chizadi.

Yozuvchi kitobxonni bu ayol bilan asta-sekin, voqealar rivoji davomida tanishtirib boradi. Zero, Marta murakkab obraz, u nafaqat eri Aleksandrni sevmaydi, balki u bilan yashashdan azoblanadi. Chunki eri uni odam oʻrnida koʻrmaydi, u bilan hisoblashmaydi. Bu haqda Martaning oʻzi Legenga shunday deydi:

« - Siz kelmasingizdan avval men yolg'iz edim... U yana ovozini pastlatib:

« - Aleksandr, men endi u uchun hech kim emasman.»

Legen Buamonda qolgan kunining ertasiga Marta ko'z o'ngimizda quyidagi qiyofada namoyon bo'ladi:

«U eri singari deyarli uzun bo'yli, biroz vazmin, oddiy kiyingan; u qirq yoshga kirgan edi va u bir vaqtlar chiroyli bo'lgandi...»[1.60].

E.Dabi peyzaj tasviri ustasi. U Legen gul tergani kirgan Buamon o'rmonini xam mohirona ta'riflaydi:

«Bu kun avvalgidan ko'ra yoqimliroq, baxtga yo'g'irilgan va ... shu qadar boshqacha edi... Ko'p marvaridgullar ko'rindi, poyalarida yengil tebranib turgan gullar shunchalik musaffo ediki, ularni terib olayotgan Legen qurbonlik qilayapman, deb o'ylar edi. Lekin yo'q! Ular taqdim qilingan edilar. Va u tezda savatni to'ldirdi. U nafis xiddan sarmast bo'ldi; uning qo'llari mayin va yangi unib chiqqan maysaga sho'ng'idi. Qiyinchilik bo'lgan yillarda, Parijda xar bir bog'lam marvadigul bir frankga sotilgan; biz bu safar kamroq beramiz... U aylanib yurdi. Boshqa gullar uning nigohini tortdi, ularning ipakdek mayin, nozik va xilma-xilligi uni hayratga soldi»[1.41].

Ejen Dabi Fransiyada XX asrning 30-yillarida rivoj topgan "populist"lar guruhiga mansub adibdir. "Populistlar Emil Zolyani o'z ustozlari deb bilishgan..., biroq Dabi ba'zi populistlarga o'xshab Zolyaning kuchsiz shogirdlaridan emas edi."

E.Zolya esa tabiat manzaralarining ustasi bo'lgan. U o'z asarlarida voqealar bo'lib o'tadigan joylar tasviriga katta o'rin ajratar edi. Uning tasvirlari ranglarning yorqinligi bilan ajralib turadi. Zolya o'z asarlarida o'zi ko'rgan, o'zi his qilgan, kuzatgan barcha voqelikni kitobxonga yetkazishga harakat qilgan. Adibning o'zi bu haqida shunday yozadi:

"O'zim ko'rgan buyumlarni xotiramda qayta tiklashga harakat qilar ekanman, ular ko'z o'ngimda o'zlari qanday bo'lsalar shunday – o'z chiziqlari, shakllari, ranglari, hidlari, ohanglari bilan namoyon bo'ladilar."

E.Dabi ham o'z ustozidan ana shu mahoratni o'rgangan, uni puxta egallagan.

E.Dabi o'z romanida tabiat tasviriga, peyzajga katta o'rin ajratadi. Bu esa qahramonlar psixologiyasini yoritishda qo'l keladi.

Xulosa oʻrnida shuni takidlash joizki, xorijiy tillarni chuqurroq oʻrganishda chet el adabiyoti yirik vakillarining ijodini oʻrganish xam muhim ahamiyat ega.

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“XORIJIY TILLARNI O‘QITISHDA ZAMONAVIY YONDASHUVLAR VA YANGICHA YO‘NALISHLAR”

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